DOCUMENT RESUME

ED 158 100 08 CE 017 578

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TITLE Multiple Learning Strategies Project. Dietetic Assistant. Visually Impaired. [Vol. 2.]
INSTITUTION Ingham Intermediate School District, Mason, Mich. Capital Area Career Center.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
BUREAU NO 498AH60038
PUB DATE May 77
GRANT G007603808
NOTE 293p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 554-583

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Dietetics; Food Service; *Learning Activities; Learning Modules; *Occupational Home Economics; Supervision; *Visually Handicapped; *Vocational Education

ABSTRACT

This instructional package is one of two designed for visually impaired students in the vocational area of dietetic assistant. The twenty-eight learning modules are organized into three units: food preparation and service; diet therapy; and supervising tools and techniques. Each module, printed in large block type, includes these elements: a performance objective page telling what will be learned, what materials will be needed, and how the student will be evaluated; information and job step pages which provide information needed to perform the activity and detail the job steps necessary to do the task. Illustrations are designed for the visually impaired. (This document and CE 017 577 are one of two sets of learning modules on dietetic assistant. The other set is written in a format designed for regular vocational students. The modules are part of a total set of over 1,300 modules written for different student populations. Graphics, building maintenance, small engine repair, and medical assistant are the other vocational areas covered. CE 017 554 is the final report of the project to develop the modules.) (JH)

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CAPITAL AREA CAREER CENTER
Ingham Intermediate School District
611 Hagadorn Road
Mason, Michigan 48854

TO:
MULTIPLE LEARNING STRATEGIES PROJECT

DIETETIC ASSISTANT
Visually Impaired

[Vol. 2]

CE 017 578

dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 004 7 date: 5/77 level: I

skill title: DETERMINING THE COST OF A RECIPE

developed & written by: LINDA GILMORE

visuals by:

2a

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO DETERMINE THE COST OF A RECIPE.

IN ORDER TO DO THIS YOU WILL NEED:

MEAT LOAF RECIPE
FOOD COST LIST
ADDING MACHINE
PENCIL
PAPER

WE WILL KNOW YOU CAN DO IT WHEN:

YOU DETERMINE THE COST OF THE RECIPE AND THEN, THE COST PER SERVING.

A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

THE FOOD COST LIST MUST BE PERIODICALLY UPDATED. WHEN FIGURING YOUR COSTS, USE A CURRENT COST LIST. THE FOLLOWING EXAMPLES SHOW HOW TO DO THE VARIOUS STEPS WHEN MAKING A COST LIST. THE EXAMPLES DO NOT INDICATE CURRENT FOOD PRICES.

WORD GUIDE

LBS. - POUNDS

JOB STEPS

NOTE: USE THE CURRENT FOOD COST LIST TO FIGURE YOUR COSTS.

1. COLLECT YOUR MATERIALS. MEAT LOAF RECIPE IS PROVIDED AT THE BACK OF THIS MODULE.

2. MULTIPLY THE NUMBER OF LBS. OF BREAD BY THE COST OF A 1 LB. LOAF OF BREAD (SLICED).

   EXAMPLE: 1 LB. X 59¢ = 59¢

   AMOUNT NEEDED — PER LOAF — COST OF BREAD

3. MULTIPLY THE NUMBER OF QUARTS OF MILK BY THE COST PER QUART.

   EXAMPLE: 1 1/2 QUART X 49¢ = 74¢

   AMOUNT NEEDED — PER QUART — COST OF MILK (ROUND OFF FROM 73 1/2¢)

JOB STEPS

4. TO FIND THE COST OF ONIONS AND CELERY:

   A. DIVIDE THE COST OF EACH BY 16 OZ/LB TO FIND THE COST PER OUNCE.

   EXAMPLE: ONIONS = 39¢/LB. ÷ 16 OZ/LB. = 2.4375¢ PER OUNCE. ROUND THIS TO THE NEAREST CENT 2.4¢/OUNCE.

   B. MULTIPLY THE COST PER OUNCE BY THE NUMBER OF OUNCES CALLED FOR IN THE RECIPE.

   EXAMPLE: ONIONS 2.4¢/OUNCE X 12 OUNCES = 28.8¢ ROUND TO 29¢.

5. MULTIPLY THE COST PER POUND OF GROUND BEEF BY THE NUMBER OF POUNDS OF GROUND BEEF CALLED FOR IN THE RECIPE.

   EXAMPLE: 89¢/LB. X 13 LBS. = $11.57

6. OMIT THE COST OF ANY INEXPENSIVE ITEM USED IN SMALL AMOUNTS (IN OUR RECIPE WE WILL OMIT THE COST OF SALT AND PARSLEY).

JOB STEPS

7. FIGURE THE COST OF WORCHESTERSHIRE SAUCE THE SAME WAY AS ONIONS (JOB STEP 4). DIVIDE THE COST BY THE NUMBER OF OUNCES IN THE CONTAINER. THEN, MULTIPLY THIS COST PER OUNCE BY THE NUMBER OF OUNCES CALLED FOR IN THE RECIPE.

   EXAMPLE: 77¢ FOR 11 OUNCE BOTTLE - 77¢ ÷ 11 OUNCES = 7¢ PER OUNCE. 1/4 CUP = ABOUT 4 OUNCES (LIQUID) - 7¢/OZ X 4 OUNCES = 28¢.

8. TO FIND THE COST OF EGGS, FIRST DECIDE HOW MANY DOZEN EGGS YOU NEED.

   EXAMPLE: 25 EGGS ÷ 12 EGGS PER DOZEN = 2 1/12 DOZEN. MULTIPLY THIS NUMBER OF DOZEN EGGS BY THE COST PER DOZEN.

   EXAMPLE: 89¢/DOZEN X 2 1/12 DOZEN = $2.52

JOB STEPS

9. TO GET THE COST OF THE RECIPE, ADD TOGETHER THE COST OF ALL INGREDIENTS:

BREAD	$ .59
MILK	.74
ONIONS	.29
CELERY	.59
GROUND BEEF	11.57
WORCHESTERSHIRE SAUCE	.28
EGGS	2.52
TOTAL COST OF RECIPE	$16.58

10. TO FIND THE COST PER SERVING, DIVIDE THE TOTAL COST OF RECIPE BY THE NUMBER OF SERVINGS IT MAKES.

EXAMPLE: $16.58 ÷ 100 SERVINGS = $1.65.8
ROUNDED TO $1.66/SERVING.

JOB STEPS

11. CHOOSE YOUR OWN RECIPE AND DETERMINE THE COST PER SERVING.

12. HAVE YOUR INSTRUCTOR CHECK YOUR WORK.

MEAT LOAF

PORTION: 1 SLICE 3/4" THICK, LOAF PANS 4 X 10 X 4
OVEN: 375° F. BAKE: 1 HOUR 10 MINUTES

INGREDIENTS	AMOUNT 100 PORTIONS	PROCEDURE
BREAD SLICES	1 POUND	BEAT BREAD AND MILK IN MIXER 2 MIN. ON LOW SPEED, OR SOAK BREAD IN THE MILK.
MILK	1 1/2 QT.	
CHOPPED ONION	2 CUPS (12 OZ.)	COMBINE BREAD MIXTURE WITH THE REST OF THE INGREDIENTS. MIX WELL 3 MINUTES IN MIXER ON LOW.
CHOPPED CELERY	2 CUPS (12 OZ.)	
GROUND BEEF	13 POUNDS	
SALT	1/4 CUP	
WORCHESTERSHIRE SAUCE	1/4 CUP	

CHOPPED PARSLEY	1/2 CUP	PACK INTO GREASED LOAF PANS. PUT 1 QT., 3/4 CUP, OR 2 LBS. 8 OUNCES PER PAN. BAKE AT 375° F. 1 HOUR 10 MINUTES.
EGGS	1 1/4 QT. (ABOUT 25)	

DATE CALCULATED	COST PER SERVING	DATE CALCULATED	COST PER SERVING
_____	_____	_____	_____
_____	_____	_____	_____

dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 009 7 date: 6/77 level: ____

skill title: PREPARING MEAT, POULTRY, AND FISH

developed & written by: KATHY MILLER

visuals by: ____

PERFORMANCE OBJECTIVE.

YOU ARE GOING TO LEARN:

HOW TO PREPARE MEAT, POULTRY, AND FISH.

AND IN ORDER TO DO THIS YOU WILL NEED:

ALL OF THE INGREDIENTS LISTED IN THE RECIPES

ALL EQUIPMENT LISTED IN THE RECIPES.

REQUISITION FORM

PENCIL

STANDARDIZED RECIPE FORM

WE WILL KNOW YOU CAN DO THIS WHEN:

1. YOU STANDARDIZE THE RECIPES.

2. YOU PREPARE THE DISHES IN TIME TO BE SERVED IN THE CLASS CAFETERIA.

A TAPE OF THIS MODULE IS AVAILABLE.

JOB STEPS

1. PLAN THE SEQUENCE FOR PREPARING THE RECIPES FOR THE WEEK. READ PAGES 153 - 170 OF FOOD SERVICE MANUAL.

2. READ PAGES 180 - 182 OF BASIC NUTRITION AND DIET THERAPY.

3. REQUISITION ALL INGREDIENTS FOR THE WEEK ON THE REQUISITION FORM, LISTING AMOUNTS, ITEM, AND DATE OF USE.

4. STANDARDIZE THE RECIPE AS IN MOD 4501 04 001.

5. ADJUST THE RECIPE YIELD TO SERVE 25 AS IN MOD 4501 04 002 OR MOD 4501 04 003.

JOB STEPS

PART 1 MEAT:

1. CAREFULLY READ THE ENTIRE RECIPE.

2. REREAD WORD GUIDE.

3. STANDARDIZE THE RECIPE.

4. CHECK WITH YOUR INSTRUCTOR TO BE SURE YOU HAVE CORRECTLY STANDARDIZED THE RECIPE.

   NOTE: YOU MAY PREPARE THE RECIPE PROVIDED FOR YOU IN THIS MOD OR SELECT A SIMILAR MEAT RECIPE OF YOUR OWN CHOICE.

5. CHECK TO SEE IF ALL THE INGREDIENTS ARE AT HAND.

WORD GUIDE

MEAT MALLET - A KITCHEN UTENSIL SIMILAR TO A HAMMER, BUT IT HAS SEVERAL POINTS ON EACH END. POUNDING MEAT WITH THIS WILL INCREASE THE TENDERNESS.

JOB STEPS

6. COLLECT THE FOLLOWING MATERIALS:

   SMALL BOWL

   SPOON

   MEAT MALLET

   HEAVY SKILLET WITH COVER

   FORK

   PLATTER

7. MEASURE OR WEIGH ALL INGREDIENTS.

8. CAREFULLY FOLLOW EACH STEP OF THE RECIPE.

WORD GUIDE

BROWN - LIGHTLY FRY UNTIL ITEM TURNS A LIGHT BROWN.

SWISS STEAK

1/4 TEASPOON PEPPER
2 TEASPOONS SALT
1/4 CUP ALL-PURPOSE FLOUR
1 1/2 TEASPOONS DRY MUSTARD
1 3 POUND BEEF ROUND STEAK, CUT 1 1/2 INCHES THICK
1/4 CUP SALAD OIL
1 TABLESPOON WORCHESTERSHIRE SAUCE
1 3-OUNCE CAN MUSHROOM CROWNS, DRAINED
BUTTER OR MARGARINE
1/2 CUP WATER

COMBINE FLOUR, SALT, PEPPER, AND DRY MUSTARD. SPRINKLE MIXTURE OVER ROUND STEAK AND POUND INTO MEAT WITH MEAT MALLET. USING A HEAVY SKILLET, SLOWLY BROWN MEAT IN OIL

ON BOTH SIDES. COMBINE WATER AND WORCHESTERSHIRE SAUCE; ADD TO BROWNED MEAT IN SKILLET. COVER TIGHTLY, AND COOK OVER VERY LOW HEAT FOR 1 3/4 TO 2 HOURS OR UNTIL TENDER. REMOVE STEAK TO WARM PLATTER. ADD BUTTER TO JUICES THAT ARE STILL IN THE SKILLET. LET BUTTER MELT, THEN ADD MUSHROOMS AND HEAT. WHEN MUSHROOMS ARE THOROUGHLY HEATED, POUR MIXTURE OVER STEAK AND SERVE.

SERVES 8.

JOB STEPS

PART 2. MEAT EXTENDER

1. CAREFULLY READ THE ENTIRE RECIPE.

2. REREAD THE WORD GUIDE.

3. STANDARDIZE THE RECIPE.

4. CHECK WITH YOUR INSTRUCTOR TO BE SURE YOU HAVE CORRECTLY STANDARDIZED THE RECIPE.

   NOTE: YOU MAY PREPARE THE RECIPE PROVIDED FOR YOU IN THIS MOD OR SELECT A SIMILAR MEAT EXTENDER OF YOUR CHOICE.

5. CHECK TO BE SURE ALL INGREDIENTS ARE AT HAND.

JOB STEPS

6. COLLECT THE FOLLOWING MATERIALS:

   DUTCH OVEN AND COVER

   LARGE SPOON

7. MEASURE OR WEIGH ALL INGREDIENTS.

8. CAREFULLY FOLLOW EACH STEP OF THE RECIPE.

4-

OLD - TIME BEEF STEW

2	POUNDS BEEFCHUCK, CUT IN 1 1/2 INCH CUBES
1	TEASPOON WORCHESTERSHIRE SAUCE
1	CLOVE GARLIC
1	MEDIUM ONION, SLICED
1-2	BAY LEAVES
1	TEASPOON SUGAR
1	TABLESPOON SALT
1/2	TEASPOON PEPPER
1	POUND SMALL WHITE ONIONS
2	TABLESPOONS SHORTENING
2	CUPS HOT WATER
1/2	TEASPOON PAPRIKA
6	CARROTS, PARED AND QUARTERED
4	POTATOES, PARED AND QUARTERED
	BEEF GRAVY

WORD GUIDE

SIMMER - COOK IN LIQUID, JUST BELOW BOILING POINT.

IN DUTCH OVEN, THOROUGHLY BROWN MEAT IN HOT SHORTENING, TURNING MEAT OFTEN. ADD HOT WATER, WORCHESTERSHIRE SAUCE, GARLIC, SLICED ONION, BAY LEAVES, SALT, SUGAR, PEPPER, AND PAPRIKA. COVER, SIMMER FOR 1 1/2 HOURS, STIRRING OCCASIONALLY TO KEEP FROM STICKING. REMOVE BAY LEAVES AND GARLIC. ADD VEGETABLES, COVER AND COOK 30 TO 45 MINUTES, OR UNTIL VEGETABLES ARE TENDER. SKIM MOST OF FAT FROM LIQUID. ADD GRAVY AND HEAT FOR 3 MINUTES.

SERVES 8.

JOB STEPS

PART 3 CHICKEN

1. CAREFULLY READ THE ENTIRE RECIPE.

2. STANDARDIZE THE RECIPE.

3. CHECK WITH YOUR INSTRUCTOR TO BE SURE YOU HAVE CORRECTLY STANDARDIZED THE RECIPE.

   NOTE: YOU MAY PREPARE THE RECIPE PROVIDED FOR YOU IN THIS MOD OR SELECT A SIMILAR CHICKEN RECIPE OF YOUR CHOICE.

4. CHECK TO BE SURE ALL INGREDIENTS ARE AT HAND.

JOB STEPS

5. COLLECT THE FOLLOWING MATERIALS:

   1 1/2 QUART CASSEROLE

   PARING KNIFE AND CUTTING BOARD

   2 SMALL BOWLS

   LARGE SAUCEPAN

   SPOON

6. MEASURE OR WEIGH ALL INGREDIENTS.

7. CAREFULLY FOLLOW EACH STEP OF THE RECIPE.

JIFFY CREAMED CHICKEN

3	SLICES BREAD
2-3	TABLESPOONS MELTED BUTTER OR MARGARINE
1	CAN (16 OZ.) PEAS
1	CAN (13 OZ.) BONED CHICKEN, CUT INTO PIECES
1	CAN (10 1/2 OZ.) CONDENSED CREAM OF MUSHROOM SOUP
1/2	TEASPOON SALT
1/2	TEASPOON MONOSODIUM GLUTAMATE
1/8	TEASPOON PEPPER
	GREASE FOR PAN

GREASE CASSEROLE DISH. CUT BREAD INTO CUBES AND SOAK IN MELTED BUTTER. SET ASIDE. DRAIN PEAS, RESERVING LIQUID, AND PUT PEAS INTO LARGE SAUCEPAN. BLEND IN CHICKEN, SOUP, 1/3 CUP OF RESERVED PEA LIQUID, SALT MONOSODIUM GLUTAMATE AND PEPPER. HEAT THOROUGHLY. TURN INTO CASSEROLE AND TOP WITH BUTTERED BREAD. BAKE AT 400° F. FOR 15 MINUTES OR UNTIL BREAD IS BROWNED. SERVES 6.

JOB STEPS

PART 4 FISH

1. CAREFULLY READ THE ENTIRE RECIPE.

2. STANDARDIZE THE RECIPE.

3. CHECK WITH YOUR INSTRUCTOR TO BE SURE YOU HAVE CORRECTLY STANDARDIZED THE RECIPE.

   NOTE: YOU MAY PREPARE THE RECIPE PROVIDED FOR YOU IN THIS MOD OR SELECT A SIMILAR FISH RECIPE OF YOUR CHOICE.

4. CHECK TO BE SURE ALL INGREDIENTS ARE AT HAND.

JOB STEPS

5. COLLECT THE FOLLOWING MATERIALS:

   2 1/4 INCH LOAF PAN

   LARGE BOWL

   SMALL BOWL

   FORK

6. MEASURE OR WEIGH ALL INGREDIENTS.

7. CAREFULLY FOLLOW EACH STEP OF RECIPE.

SALMON LOAF

1 1 POUND CAN SALMON, DRAINED AND FLAKED
2 CUPS SOFT BREAD CRUMBS
1 TABLESPOON CHOPPED ONION
1 TABLESPOON MELTED BUTTER
1/2 TEASPOON SALT
1/2 CUP MILK
1 SLIGHTLY BEATEN EGG
GREASE FOR PAN

GREASE LOAF PAN. IN BOWL, COMBINE SALMON CRUMBS, ONION, BUTTER, AND SALT. COMBINE MILK AND EGG; ADD TO SALMON MIXTURE AND MIX THOROUGHLY. SHAPE INTO LOAF PAN. BAKE AT 350° FOR 35 - 40 MINUTES.

SERVES 4.

dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 010 7 date: 6/77 level: II

skill title: PREPARING EGG, MILK, CHEESE, AND CASSEROLE DISHES

developed & written by: KATHY MILLER

visuals by: _____

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO PREPARE THE ASSIGNED EGG, MILK, CHEESE, AND CASSEROLE DISHES.

AND IN ORDER TO DO THIS YOU WILL NEED:

ALL INGREDIENTS LISTED IN THE RECIPES

ALL EQUIPMENT LISTED IN THE RECIPES

REQUISITION FORM

PENCIL

STANDARDIZED RECIPE FORMS

WE WILL KNOW YOU CAN DO THIS WHEN:

1. YOU STANDARDIZE THE RECIPES.
2. YOU PREPARE THE ASSIGNED DISHES OR DISH OF YOUR OWN CHOICE WELL ENGOUGH SO THEY ARE PALATABLE AND APPETIZING.
3. YOU PREPARE THE DISHES IN TIME TO BE SERVED IN THE CLASS CAFETERIA.

A TAPE OF THIS MODULE IS AVAILABLE

JOB STEPS

1. PLAN THE SEQUENCE FOR PREPARING THE EGG, MILK, CHEESE, AND CASSEROLE DISHES. READ PAGES 170-178 AND 202-203 IN FOOD SERVICE MANUAL.

2. READ PAGES 180-181 IN BASIC NUTRITION AND DIET THERAPY.

3. REQUISTION ALL INGREDIENTS LISTING AMOUNTS, ITEM, AND DATE OF USE.

4. STANDARDIZE THE RECIPE AS IN MOD 4501 04 001.

5. ADJUST THE RECIPE YIELD TO SERVE 25 AS IN MOD 4501 04 002 OR 4501 04 003.

6. CAREFULLY FOLLOW EACH STEP OF THE RECIPES LISTED OR SELECT AND PREPARE SIMILAR RECIPES OF YOUR CHOICE.

4-[illegible]

JOB STEPS

PART I EGG

1. CAREFULLY READ THE RECIPE.

2. STANDARDIZE THE RECIPE.

3. CHECK WITH YOUR INSTRUCTOR TO BE SURE YOU HAVE CORRECTLY STANDARDIZED THE RECIPE.

   NOTE: YOU MAY PREPARE THE RECIPE PROVIDED FOR YOU IN THIS MOD OR SELECT A SIMILAR EGG RECIPE OF YOUR CHOICE.

4. CHECK TO BE SURE ALL INGREDIENTS ARE AT HAND.

JOB STEPS

5. COLLECT THE FOLLOWING EQUIPMENT:

   LARGE SAUCEPAN WITH COVER

   SMALL BOWL

   FORK

6. MEASURE ALL INGREDIENTS.

7. CAREFULLY FOLLOW EACH STEP OF THE RECIPE.

DEVILED EGGS

6	EGGS
1/4	CUP MAYONNAISE
1	TEASPOON VINEGAR
1	TEASPOON PREPARED MUSTARD
1/8	TEASPOON SALT
	DASH OF PEPPER

PLACE EGGS IN SAUCEPAN AND COVER WITH COLD WATER, AT LEAST 1 INCH ABOVE EGGS. RAPIDLY BRING WATER TO A BOIL. WHEN WATER BOILS, REDUCE HEAT AT ONCE TO KEEP WATER JUST BLEOW SIMMERING. COVER PAN AND COOK EGGS FOR 15 TO 20 MINUTES. COOL IMMEDIATELY IN COLD WATER TO PREVENT YOLK FROM DARKENING. WHEN COOL, CRACK SHELL ALL OVER AND PEEL OFF SHELL. HALVE THE EGGS LENGTHWISE; REMOVE YOLKS AND MASH. THOROUGHLY BLEND IN REMAINING INGREDIENTS. REFILL THE WHITE SO THEY ARE HEAPING.

JOB STEPS

PART 2 MILK

1. CAREFULLY READ THE RECIPE.

2. STANDARDIZE THE RECIPE.

3. CHECK WITH YOUR INSTRUCTOR TO BE SURE YOU HAVE CORRECTLY STANDARDIZED THE RECIPE.

   NOTE: YOU MAY PREPARE THE RECIPE PROVIDED FOR YOU IN THIS MOD OR SELECT A SIMILAR MILK RECIPE OF YOUR CHOICE.

4. CHECK TO BE SURE ALL THE INGREDIENTS ARE AT HAND.

JOB STEPS

5. COLLECT THE FOLLOWING EQUIPMENT:

   LARGE SAUCEPAN

   LARGE SPOON

6. MEASURE ALL INGREDIENTS.

7. CAREFULLY FOLLOW EACH STEP OF THE RECIPE.

CREAM OF POTATO SOUP

2 TABLESPOONS BUTTER OR MARGARINE
2 TABLESPOONS ALL-PURPOSE FLOUR
1/2 TEASPOON SALT
3 CUPS MILK
2 CUPS DICED, COOKED POTATOES
1 TABLESPOON CHOPPED CANNED PIMENTO

MELT BUTTER IN SAUCEPAN OVER LOW HEAT. BLEND IN FLOUR AND SALT. ADD MILK ALL AT ONCE. COOK QUICKLY, STIRRING OCCASIONALLY, TILL MIXTURE THICKENS AND BUBBLES. ADD POTATOES AND PIMENTO AND HEAT THROUGH.

SERVES 6.

JOB STEPS

PART 3 CHEESE

1. CAREFULLY READ THE RECIPE.

2. STANDARDIZE THE RECIPE.

3. CHECK WITH YOUR INSTRUCTOR TO BE SURE YOU HAVE CORRECTLY STANDARDIZED THE RECIPE.

   NOTE: YOU MAY PREPARE THE RECIPE PROVIDED FOR YOU IN THIS MOD OR SELECT A SIMILAR CHEESE RECIPE OF YOUR CHOICE.

4. CHECK TO BE SURE ALL INGREDIENTS ARE AT HAND.

JOB STEPS

5. COLLECT THE FOLLOWING EQUIPMENT:

   2 SAUCEPANS WITH COVER

   LARGE SPOON

   1 1/2 QUART CASSEROLE

   PARING KNIFE

6. MEASURE OR WEIGH ALL INGREDIENTS.

7. CAREFULLY FOLLOW EACH STEP OF THE RECIPE.

MACARONI AND CHEESE

1 1/2 CUPS ELBOW MACARONI
3 TABLESPOONS BUTTER OR MARGARINE
2 TABLESPOONS ALL-PURPOSE FLOUR
1/2 TEASPOON SLAT
DASH PEPPER
2 CUPS MILK
1/4 CUP FINELY CHOPPED ONION
8 OUNCE SHARP PROCESS AMERICAN CHEESE, CUBED
1 TOMATO

COOK MACARONI IN BOILING SALTED WATER TILL TENDER; DRAIN. IN SAUCEPAN, MELT BUTTER; BLEND IN FLOUR, SALT, AND PEPPER. ADD MILK, COOK AND STIR TILL THICK AND BUBBLY. ADD ONION AND CHEESE; STIR TILL MELTED. MIX SAUCE WITH MACARONI. POUR INTO 1 1/2 QUART CASSEROLE DISH. SLICE TOMATO AND ARRANGE ON TOP. SPRINKLE WITH SALT. BAKE AT 350° FOR 35 TO 40 MINUTES. MAKES 6 SERVINGS.

JOB STEPS

PART 4 CASSEROLE

1. CAREFULLY READ THE RECIPE.

2. STANDARDIZE THE RECIPE.

3. CHECK WITH YOUR INSTRUCTOR TO BE SURE YOU HAVE CORRECTLY STANDARDIZED THE RECIPE.

   NOTE: YOU MAY PREPARE THE RECIPE PROVIDED FOR YOU IN THIS MOD OR SELECT A SIMILAR CASSEROLE RECIPE OF YOUR CHOICE.

4. CHECK TO BE SURE ALL INGREDIENTS ARE AT HAND.

JOB STEPS

5. COLLECT THE FOLLOWING EQUIPMENT:

   1 QUART CASSEROLE

   SPOON

6. MEASURE ALL INGREDIENTS.

7. CAREFULLY FOLLOW EACH STEP OF THE RECIPE.

TEXAS BEEF BAKE

1/4	POUND LEAN GROUND BEEF
1	8 OUNCE CAN TOMATOES, CUT UP
1	8 OUNCE CAN KIDNEY BEANS, DRAINED
1/4	CUP UNCOOKED, PRECOOKED RICE
1/4	CUP CHOPPED ONION
1	TABLESPOON CHOPPED GREEN PEPPER
1/2	TEASPOON CHILI POWDER
1/4	TEASPOON SALT
1/4	TEASPOON GARLIC SALT
1/4	CUP SHREDDED SHARP PROCESSED AMERICAN CHEESE

CRUMBLE GROUND BEEF INTO CASSEROLE. STIR TOMATOES, KIDNEY BEANS, RICE, ONION, GREEN PEPPER, CHILI POWDER, SALT, AND GARLIC SALT. COVER AND BAKE AT 350° FOR 45 MINUTES. STIR ONCE DURING BAKING. TOP WITH CHEESE AND CONTINUE BAKING UNTIL CHEESE MELTS. MAKES 4 SERVINGS.

dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 011 7 date: 6/77 level: II

skill title: PREPARING VEGETABLES

developed & written by: KATHY MILLER

visuals by: _____

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO PREPARE STEAMED VEGETABLES AND A VEGETABLE CASSEROLE.

AND IN ORDER TO DO THIS YOU WILL NEED:

ALL INGREDIENTS LISTED IN THE FOLLOWING RECIPES

ALL EQUIPMENT LISTED IN THE FOLLOWING RECIPES

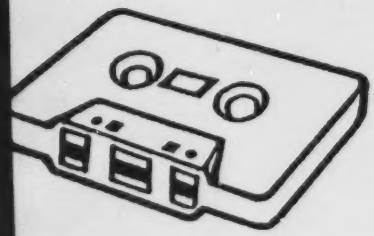
REQUISITION FORM

PENCIL

STANDARDIZED RECIPE FORMS AND RECIPES OF YOUR CHOICE

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU STANDARDIZE THE RECIPES INCLUDED IN THIS MOD.
2. YOU PREPARE THE DISHES IN TIME TO BE SERVED IN THE CLASS CAFETERIA.
3. YOU PREPARE THE ASSIGNED DISHES OR DISH OF YOUR CHOICE WELL ENOUGH SO THEY ARE PALATABLE AND APPETIZING.



A TAPE OF THIS MODULE IS AVAILABLE

JOB STEPS

1. PLAN THE SEQUENCE FOR PREPARING THE VEGETABLE RECIPES. READ PAGES 178 - 183 IN FOOD SERVICE MANUAL.

2. READ PAGES 182 - 183 IN BASIC NUTRITION AND DIET THERAPY.

3. REQUISITION ALL INGREDIENTS FOR THE WEEK, LISTING AMOUNTS, ITEMS, AND DATE OF USE.

4. STANDARDIZE THE RECIPE AS IN MOD 4501 04 001.

5. ADJUST THE RECIPE TO YIELD 25 SERVINGS AS IN MOD 4501 04 002 OR 4501 04 003.

6. CAREFULLY FOLLOW EACH STEP OF THE RECIPE LISTED OR SELECT AND PREPARE A VEGETABLE RECIPE OF YOUR OWN CHOICE.

JOB STEPS

PART 1 FRESH VEGETABLES

1. CAREFULLY READ RECIPE.

2. STANDARDIZE THE FOLLOWING RECIPE.

3. CHECK WITH YOUR INSTRUCTOR TO BE SURE YOU HAVE CORRECTLY STANDARDIZED THE RECIPE.

   NOTE: YOU MAY PREPARE THE RECIPE PROVIDED FOR YOU IN THIS MOD OR SELECT A SIMILAR VEGETABLE RECIPE OF YOUR OWN CHOICE.

4. CHECK TO BE SURE ALL INGREDIENTS ARE AT HAND.

JOB STEPS

5. COLLECT THE FOLLOWING EQUIPMENT:

   VEGETABLE BRUSH

   PARING KNIFE

   LARGE SAUCEPAN AND COVER

   STEAM BASKET

   FORK

6. CAREFULLY FOLLOW EACH STEP OF THE RECIPE.

STEAMED ASPARAGUS

WASH ASPARAGUS; SCRUB GENTLY WITH VEGETABLE BRUSH. BREAK STALKS; THEY WILL SNAP WHERE TENDER PART STARTS. CUT INTO SPEARS, APPROXIMATELY 5 INCHES LONG. POUR WATER INTO A SAUCEPAN UNTIL IT IS 3/4 INCH DEEP. PLACE A STEAM BASKET IN THE SAUCEPAN, THEN PUT THE ASPARAGUS SPEARS IN THE BASKET AND COVER. HEAT UNTIL WATER BOILS. BOIL FOR 3 MINUTES; PIERCE WITH FORK. IF FORK GOES IN EASILY, ASPARAGUS IS DONE.

JOB STEPS

PART 2 VEGETABLE CASSEROLE

1. CAREFULLY READ THE RECIPE.

2. STANDARDIZE THE FOLLOWING RECIPE.

3. CHECK WITH YOUR INSTRUCTOR TO BE SURE YOU HAVE CORRECTLY STANDARDIZED THE RECIPE.

   NOTE: YOU MAY PREPARE THE RECIPE PROVIDED FOR YOU IN THIS MOD OR SELECT A SIMILIAR VEGETABLE RECIPE OF YOUR OWN CHOICE.

4. CHECK TO BE SURE ALL INGREDIENTS ARE AT HAND.

JOB STEPS

5. COLLECT THE FOLLOWING EQUIPMENT:

   SAUCEPAN

   SPOON

   8" ROUND CASSEROLE DISH

6. MEASURE ALL INGREDIENTS.

7. CAREFULLY FOLLOW EACH STEP OF THE RECIPE.

SCALLOPED CORN

1	1 POUND, 1 OUNCE CAN CREAM-STYLE CORN
1	CUP MILK
1	WELL-BEATEN EGG
1	CUP CRACKER CRUMBS
1/4	CUP FINELY CHOPPED ONIONS
3	TABLESPOONS CHOPPED CANNED PIMENTO
3/4	TEASPOON SALT
1/2	BUTTERED CRACKER CRUMBS

HEAT CORN AND MILK. GRADUALLY STIR IN EGGS. ADD CRACKER CRUMBS, ONION, PIMENTO, SALT, AND A DASH OF PEPPER. MIX WELL AND POUR INTO A GREASED CASSEROLE. TOP WITH BUTTERED CRUMBS. BAKE AT 350° FOR 20 MINUTES.

SERVES 6.

dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 014 7 date: 6/77 level: II

skill title: PREPARING DESSERTS; MILK, EGG, AND FRUIT

developed & written by: KATHY MILLER

visuals by: _____

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

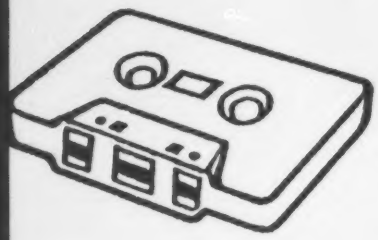
HOW TO PREPARE DESSERTS MADE OF MILK, EGGS, AND FRUIT.

IN ORDER TO DO THIS YOU WILL NEED:

1. ALL INGREDIENTS LISTED IN THE RECIPES.
2. ALL EQUIPMENT LISTED IN THE RECIPES.
3. REQUISITION FORM
4. PENCIL
5. STANDARDIZED RECIPE FORMS AND RECIPES OF YOUR CHOICE.

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU STANDARDIZE THE RECIPES.
2. YOU PREPARE THE ASSIGNED DESSERTS OR DESSERTS OF YOUR CHOICE.
3. YOU PREPARE THE DISHES IN TIME TO BE SERVED IN CLASS CAFETERIA.



A TAPE OF THIS MODULE IS AVAILABLE

JOB STEPS

1. PLAN THE SEQUENCE FOR PREPARING THE DESSERT RECIPES.

2. READ PAGES 196-200 OF FOOD SERVICE MANUAL.

3. REQUISITION ALL INGREDIENTS FOR THE WEEK, LISTING AMOUNTS, ITEMS, AND DATE OF USE.

4. STANDARDIZE THE RECIPE AS IN MODULE #4501 04 001.

5. ADJUST THE RECIPE TO YIELD 25 SERVINGS AS IN MODULE #4501 04 002 OR #4501 04 003.

6. CAREFULLY FOLLOW EACH STEP OF THE RECIPE LISTED OR SELECT AND PREPARE A SIMILAR DESSERT RECIPE OF YOUR CHOICE.

JOB STEPS

PART I CUSTARD

1. CAREFULLY READ THE RECIPE.

2. STANDARDIZE THE RECIPE.

3. CHECK WITH YOUR INSTRUCTOR TO BE SURE YOU HAVE CORRECTLY STANDARDIZED THE RECIPE.

   NOTE: YOU MAY PREPARE THE RECIPE PROVIDED FOR YOU IN THIS MOD OR SELECT AND PREPARE A SIMILAR RECIPE OF YOUR CHOICE.

4. CHECK TO BE SURE IF ALL INGREDIENTS ARE AT HAND.

JOB STEPS

5. COLLECT THE FOLLOWING EQUIPMENT:

   1 QUART CASSEROLE
   BOWL
   SPOON
   SHALLOW PAN
   KNIFE

6. CAREFULLY FOLLOW EACH STEP OF THE RECIPE.

BAKED CUSTARD

3 SLIGHTLY BEATEN EGGS
1/4 CUP SUGAR
2 CUPS SCALDED MILK
1/2 TEASPOON VANILLA
1/4 TEASPOON SALT

COMBINE EGGS, SUGAR, AND SALT. SLOWLY STIR IN SLIGHTLY COOLED MILK AND VANILLA. POUR INTO CASSEROLE. PLACE CASSEROLE IN SHALLOW PAN AND PLACE ON OVEN RACK. POUR HOT WATER INTO PAN UNTIL ONE INCH DEEP. BAKE AT 325° FOR 60 MINUTES, OR TILL KNIFE INSERTED IN CENTER COMES OUT CLEAN.

JOB STEPS

PART II FRUIT DESSERT

1. CAREFULLY READ THE RECIPE.

2. STANDARDIZE THE RECIPE AS INDICATED ON PAGE 4, JOB STEPS 4 AND 5.

3. CHECK WITH YOUR INSTRUCTOR TO BE SURE YOU HAVE CORRECTLY STANDARDIZED THE RECIPE.

   NOTE: YOU MAY PREPARE THE RECIPE PROVIDED FOR YOU IN THIS MOD, OR SELECT A SIMILAR FRUIT DESSERT RECIPE OF YOUR CHOICE.

4. CHECK TO SEE IF ALL INGREDIENTS ARE AT HAND.

JOB STEPS

5. COLLECT THE FOLLOWING EQUIPMENT:

   SIFTER
   3 MIXING BOWLS
   FORK
   SPOON
   SAUCEPAN
   ROUND BAKING DISH, 8 1/4" X 1 3/4"

6. CAREFULLY FOLLOW EACH STEP OF THE RECIPE.

WORD GUIDE

PARED - TO REMOVE PEELING AND CORE.

APPLE COBBLER

1 CUP SIFTED ALL-PURPOSE FLOUR
2 TABLESPOONS SUGAR
1 1/2 TEASPOONS BAKING POWDER
1 EGG, SLIGHTLY BEATEN
1/4 TEASPOON SALT
1/4 CUP BUTTER
1/4 CUP MILK

FILLING

1 CUP SUGAR
2 TABLESPOONS ALL-PURPOSE FLOUR
1/2 TEASPOON GROUND CINNAMON
1/4 TEASPOON GROUND NUTMEG
6 CUPS SLICED PARED APPLES

BISCUIT TOPPER:

SIFT TOGETHER FLOUR, SUGAR, BAKING POWDER, AND SALT. CUT IN BUTTER TILL MIXTURE RESEMBLES COARSE CRUMBS. COMBINE MILK AND EGG. ADD ALL AT ONCE TO DRY INGREDIENTS, STIRRING JUST TO MOISTEN. SET ASIDE.

FILLING:

COMBINE SUGAR, FLOUR, CINNAMON, AND NUTMEG. TOSS WITH APPLES. COOK AND STIR OVER MEDIUM HEAT UNTIL ALMOST TENDER, ABOUT SEVEN MINUTES.

POUR FILLING INTO BAKING DISH. IMMEDIATELY SPOON ON BISCUIT TOPPER IN SIX MOUNDS. BAKE AT 400° FOR 20 TO 25 MINUTES. SERVES 6.

JOB STEPS

1. CAREFULLY READ THE RECIPE.

2. STANDARDIZE THE RECIPE AS INDICATED ON PAGE 4, JOB STEPS 4 & 5.

3. CHECK WITH YOUR INSTRUCTOR TO BE SURE YOU HAVE CORRECTLY STANDARDIZED THE RECIPE.

   NOTE: YOU MAY PREPARE THE RECIPE PROVIDED FOR YOU IN THIS MOD, OR SELECT A SIMILAR PUDDING RECIPE OF YOUR CHOICE.

4. CHECK TO SEE IF ALL INGREDIENTS ARE AT HAND.

JOB STEPS

5. COLLECT THE FOLLOWING EQUIPMENT:

   SAUCEPAN
   SPOON
   BOWL
   FIVE PUDDING CUPS

6. CAREFULLY FOLLOW EACH STEP OF THE RECIPE.

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CHOCOLATE PUDDING

1 CUP SUGAR
2 TABLESPOONS CORNSTARCH
1/4 TEASPOON SALT
2 CUPS MILK
2 ONE OUNCE SQUARES UNSWEETENED CHOCOLATE
2 SLIGHTLY BEATEN EGG YOLKS
2 TABLESPOONS BUTTER
1 TEASPOON VANILLA

IN SAUCEPAN, BLEND SUGAR, CONSTRACH, AND SALT; ADD MILK AND CHOCOLATE. COOK AND STIR OVER MEDIUM HEAT TILL THICKENED AND BUBBLY. COOK AND STIR TWO MINUTES MORE. REMOVE FROM HEAT. STIR SMALL AMOUNTS OF HOT MIXUTRE INTO YOLKS; RETURN TO HOT MIXTURE; COOK AND STIR TWO MINUTES MORE. REMOVE FROM HEAT; ADD BUTTER AND VANILLA. POUR INTO PUDDING CUPS; CHILL. SERVES 5.

dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 016 7 date: 6/77 level: II

skill title: PREPARING APETIZERS AND HORS D'OEUVRES AND SANDWICHES

developed & written by: KATHY MILLER

visuals by:

WORD GUIDE

APPETIZERS - SMALL PORTIONS OF FOOD OR DRINK SERVED BEFORE THE FIRST COURSE OF A MEAL TO STIMULATE THE APPETITE, CAN BE ANY OF THE FOLLOWING:

HORS D'OEUVRES - STUFFED CELERY, DEVILED EGGS, PICKLES, CHEESE, FISH AND SAUSAGE COMBINATIONS, RELISHES, ETC.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO PREPARE APPETIZERS, HORS D'OEUVERES, AND SANDWICHES.

IN ORDER TO DO THIS YOU WILL NEED:

1. ALL INGREDIENTS LISTED IN THE FOLLOWING RECIPES.
2. ALL EQUIPMENT LISTED IN THE FOLLOWING RECIPES.
3. REQUISITION FORM
4. PENCIL
5. STANDARDIZED RECIPE FORMS

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU STANDARDIZE THE RECIPES INCLUDED IN THIS MOD.
2. YOU PREPARE ASSIGNED RECIPES OR RECIPE OF YOUR CHOICE WELL ENOUGH SO THEY ARE PALATABLE AND APPETIZING.
3. YOU PREPARE THE APPETIZERS, HORS D'OEUVRES, AND SANDWICHES IN TIME TO BE SERVED IN CLASS CAFETERIA.

A TAPE OF THIS MODULE IS AVAILABLE

JOB STEPS

1. PLAN THE SEQUENCE FOR PREPARING THE RECIPES.

2. READ PAGES 188-192 OF FOOD SERVICE MANUAL.

3. REQUISITION ALL INGREDIENTS FOR THE WEEK LISTING AMOUNTS, ITEMS, AND DATE OF USE.

4. STANDARDIZE THE RECIPE.

5. ADJUST THE YIELD TO SERVE 25 AS IN MOD 4501 04 002 OR 4501 04 003.

6. CAREFULLY FOLLOW EACH STEP OF THE RECIPE OR SELECT AND PREPARE A SIMILAR APPETIZER RECIPE OF YOUR CHOICE.

PART I APPETIZERS

1. CAREFULLY READ THE RECIPE.

2. STANDARDIZE THE FOLLOWING RECIPE AS INDICATED ON PAGE 4, JOB STEPS 4 AND 5.

3. CHECK WITH YOUR INSTRUCTOR TO BE SURE YOU HAVE CORRECTLY STANDARDIZED THE RECIPE.

   NOTE: YOU MAY PREPARE THE RECIPE PROVIDED FOR YOU IN THIS MOD OR SELECT A SIMILAR APPETIZER RECIPE OF YOUR CHOICE.

4. CHECK TO SEE IF ALL INGREDIENTS ARE AT HAND.

5. COLLECT THE FOLLOWING EQUIPMENT:

   KNIFE
   SPOON
   BOWL

6. CAREFULLY FOLLOW EACH STEP OF THE RECIPE.

CANAPE WEDGES

1 LARGE ROUND LOAF PUMPERNICKEL
PASTURIZED PROCESS CHEESE FOOD
1 CAN (3 OZ.) DEVILED HAM
1 OR 2 TABLESPOONS KETCHUP

CAREFULLY TRIM BOTTOM CRUST FROM BREAD. CUT THREE THICK SLICES FROM LOAF TO USE AS LAYERS. SPREAD 2 LAYERS WITH CHEESE. PUT TOGETHER SLICES, SPREAD-SIDE UP. TOP WITH THIRD LAYER OF BREAD. BLEND TOGETHER HAM AND KETCHUP; MIX THOROUGHLY. SPREAD MIXTURE OVER THIRD LAYER. TOP WITH WEDGE-SHAPED SLICES OF CHEESE. CHILL IN REFRIGERATOR UNTIL SERVING TIME. FOLLOW OUTLINE OF CHEESE WEDGES, CUT LOAF INTO WEDGE-SHAPE SERVINGS. SERVES 16.

PART II HORS D'OEUVRES

1. CAREFULLY READ THE RECIPE.

2. STANDARDIZE THE FOLLOWING RECIPE.

3. CHECK WITH YOUR INSTRUCTOR TO BE SURE YOU HAVE CORRECTLY STANDARDIZED THE RECIPES.

   NOTE: YOU MAY PREPARE THE RECIPE PROVIDED FOR YOU IN THIS MOD OR SELECT A SIMILAR HORS D'OEUVRES RECIPE OF YOUR CHOICE.

4. CHECK TO SEE IF ALL INGREDIENTS ARE AT HAND.

5. COLLECT THE FOLLOWING EQUIPMENT:

BOWL	TONGS
PAPER TOWELING	PICKS

6. CAREFULLY FOLLOW EACH STEP OF THE RECIPE.

BACON WRAPPED CHICKEN LIVERS

½ POUND CHICKEN LIVERS
1/3 CUP CREAM
9 SLICES BACON

RINSE LIVERS WITH COLD WATER AND DRAIN ON ABSORBENT PAPER. CUT INTO BITE-SIZE PIECES AND PUT IN BOWL WITH CREAM. COVER AND ALLOW TO STAND ABOUT 30 MINUTES, TURNING THE PIECES OCCASIONALLY. REMOVE AND DRAIN ON ABSORBENT PAPER. CUT BACON SLICES INTO THIRDS. WRAP ONE PIECE AROUND EACH PIECE OF LIVER; SECURE WITH A PICK. ARRANGE THESE ON BROILER RACK. PLACE IN BROILER WITH A TOP OF LIVERS ABOUT 2" FROM HEAT. BROIL 5 MINUTES. TURN WITH TONGS. BROIL SECOND SIDE 5 MINUTES OR UNTIL BACON IS COOKED. SERVE IMMEDIATELY.

PART III SANDWICHES

1. CAREFULLY READ THE RECIPE.

2. STANDARDIZE THE FOLLOWING RECIPE.

3. CHECK WITH YOUR INSTRUCTOR TO BE SURE YOU HAVE CORRECTLY STANDARDIZED THE RECIPE.

   NOTE: YOU MAY PREPARE THE RECIPE PROVIDED FOR YOU IN THIS MOD OR SELECE A SIMILAR SANDWICH RECIPE OF YOUR CHOICE.

4. CHECK TO SEE IF ALL INGREDIENTS ARE AT HAND.

5. COLLECT THE FOLLOWING EQUIPMENT:

   KNIFE
   PICKS

6. CAREFULLY FOLLOW EACH STEP OF THE RECIPE.

CLUB SANDWICHES

3 SLICES TOASTED SANDWICH BREAD
BUTTER
LETTUCE
SLICED TURKEY
MAYONNAISE
3 SLICES TOMATO
2 SLICES COOKED BACON

SPREAD TOAST WITH BUTTER. TOP FIRST SLICE WITH LETTUCE AND TURKEY. SPREAD WITH MAYONNAISE. TOP WITH SECOND TOAST SLICE. ADD TOMATO AND BACON. TOP WITH THIRD TOAST SLICE. ANCHOR WITH FOUR WOODEN PICKS. CUT DIAGONALLY, IN QUARTERS.

dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 017 7 date: 6/77 level: I

skill title: MODIFYING PREPARATION FOR SPECIAL DIETS

developed & written by: LINDA GILMORE

visuals by:

WORD GUIDE

SPECIAL DIET - ANY DIET WHICH REQUIRES CHANGES IN THE RECIPES TO MEET PATIENT NEEDS.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO MODIFY FOOD PREPARATION FOR SPECIAL DIETS.

AND IN ORDER TO DO THIS YOU WILL NEED:

RECIPE FOR SHRIMP CREOLE WITH RICE
PAPER
PENCIL
RECIPE OF YOUR CHOICE

WE WILL KNOW YOU CAN DO IT WHEN:

YOU MODIFY YOUR RECIPE TO MEET THE NEEDS OF EACH SPECIAL DIET; BLAND DIET, LOW CALORIE, LOW SODIUM.

A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

MANY TIMES, YOU MUST CHANGE THE ORIGINAL RECIPE TO MEET SPECIAL DIET REQUIREMENTS.

FOR BLAND DIETS, OMIT FOODS THAT ARE SPICY OR LIKELY TO CAUSE STOMACH UPSET.

FOR LOW-CALORIE DIETS, ADD NO FATS; USE LEAN MEATS, DRAIN ANY GREASE PRODUCED FROM COOKING. USE CORNSTARCH FOR A THICKENING INSTEAD OF FLOUR (IT REQUIRES 1/2 AS MUCH). ADD NO SUGAR. AVOID INGREDIENTS WITH SUGAR ADDED (EXAMPLES: TOMATO SOUP, FRUIT PACKED IN SYRUP). USE LOW-FAT MILK.

FOR LOW-SODIUM DIETS, USE INGREDIENTS WHICH ARE COOKED, CANNED, OR PACKED <u>WITHOUT</u> SALT. ADD NO SALT.

JOB STEPS

NOTE: IN THE FOLLOWING JOB STEPS, SHRIMP CREOLE WITH RICE RECIPE IS CHANGED TO MEET SPECIAL DIETS.

1. COLLECT YOUR MATERIALS
2. FOR BLAND DIET, OMIT ONIONS AND CELERY. USE PLAIN TOMATOES.
3. FOR LOW CALORIE DIET, OMIT FAT FOR BROWNING ONIONS, USE CORNSTARCH (1 TEASPOON) INSTEAD OF FLOUR, OMIT SUGAR.
4. FOR LOW SODIUM DIETS, OMIT SALT WHEN COOKING SHRIMP, RICE, AND SAUCE. USE SALT FREE TOMATOES.
5. FOLLOWING JOB STEPS 2, 3, AND 4, MODIFY YOUR RECIPE TO MEET THE NEEDS OF EACH SPECIAL DIET.
6. HAVE YOUR INSTRUCTOR CHECK YOUR WORK.

SHRIMP CREOLE WITH RICE

PORTION: 2 OZ SHRIMP CREOLE OVER 1/2 CUP (NO. 8 SCOUP) RICE

18" SKILLET

COOK ON RANGE ABOUT 1 HR. TOTAL

INGREDIENTS	AMOUNT 12 PORTIONS	PROCEDURE
CHOPPED ONIONS	1/3 CUP	SAUTE' ONIONS AND CELERY IN FAT.
CHOPPED CELERY	3/4 CUP	
LARD OR SHORTENING	1 TABLESPOON	
FLOUR	2 TEASPOONS	ADD TO THE ONION MIXTURE. STIR AND SIMMER 15 MINUTES.
SALT	1 TEASPOON	
WATER	1/2 CUP	

111 (CONTINUED) →

SHRIMP CREOLE WITH RICE

STEWED TOMATOES	1 1/2 CUPS	ADD TO THE THICKENED ONION MIXTURE AND HEAT THOROUGHLY (ABOUT 10 MINUTES) (SEE RECIPE FOR SHRIMP
VINEGAR	1 1/2 TABLESPOONS	
SUGAR	1 1/2 TEASPOONS	
SHRIMP, COOKED	1 POUND	

INGREDIENTS	AMOUNT 12 PORTIONS	PROCEDURE
RICE, COOKED	1 POUND	SERVE SHRIMP CREOLE OVER COOKED RICE.

DATE CALUCLATED	COST PER PORTION	DATE CALCULATED	COST PER PORTION
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

RICE

PORTION: 1/2 CUP
(NO. 8 DIPPER)

3 QUART SAUCE PAN

45 MIN. ON RANGE.

INGREDIENTS	AMOUNT 12 PORTIONS	PROCEDURE
RICE (REGULAR WHITE)	1 POUND	HEAT RICE, WATER AND SALT TO A BOIL, STIRRING ONCE OR TWICE REDUCE HEAT TO SIMMER, COVER PAN TIGHTLY, AND COOK 20 MINUTES. (DO NOT LIFT COVER OR STIR) REMOVE RICE FROM THE HEAT, FLUFF, COVER, AND LET STEAM 10 MINUTES.
WATER	4 CUPS	
SALT	2 TEASPOONS	

(CONTINUED) →

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DATE CALCULATED	COST PER PORTION	DATE CALCULATED	COST PER PORTION

SHRIMP

PORTION: ABOUT 1/4 CUP

2 QUART SAUCE PAN

SIMMER 5 MINUTES. TOTAL TIME 30 MINUTES

INGREDIENT	AMOUNT 12 PORTIONS	PROCEDURE
SHRIMP (FRESH OR FROZEN)	1 POUND	PEEL SHRIMP. (IF FROZEN, DO NOT THAW; PEEL UNDER RUNNING COLD WATER). MAKE A SHALLOW LENGTHWISE CUT DOWN THE BACK OF EACH SHRIMP; WASH OUT THE SAND VEIN.

(CONTINUED) →

SHRIMP (CONTINUED)

WATER	3 CUPS	HEAT WATER TO BOILING.

INGREDIENT	AMOUNT 12 PORTIONS	PROCEDURE
SALT	1 TABLESPOON	ADD SALT AND SHRIMP COVER AND HEAT TO BOILING. REDUCE HEAT AND SIMMER 5 MINUTES. DRAIN.

(CONTINUED) →

DATE CALCULATED	COST PER PORTION	DATE CALCULATED	COST PER PORTION

dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 020 7 date: 6/77 level: I

skill title: READING LABELS OF FOOD PRODUCTS

developed & written by: LINDA GILMORE

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO READ A FOOD PRODUCT LABEL.

IN ORDER TO DO THIS YOU WILL NEED:

PENCIL
PAPER
SIX PACKAGED FOOD ITEMS (CANNED, BOXED, FROZEN, ETC.)

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU FIND THE SIX REQUIRED ITEMS ON ALL FOOD LABELS:

A. DESCRIPTIVE NAME OF PRODUCT
B. NET WEIGHT
C. MANUFACTURER'S NAME AND ADDRESS
D. INGREDIENTS
E. ADDITIVES
F. NUTRITION INFORMATION

2. YOU CAN IDENTIFY WHICH PRODUCTS CONTAIN VARIOUS INGREDIENTS.

3. YOU CAN IDENTIFY THE LARGEST AND SMALLEST INGREDIENT AMOUNT CONTAINED IN EACH PRODUCT.

A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

MUCH INFORMATION IS CONTAINED ON A FOOD LABEL. USUALLY, THERE ARE SIX ITEMS IF INFORMATION WRITTEN ON THE LABEL:

A. DESCRIPTIVE NAME OF PRODUCT
B. NET WEIGHT
C. INGREDIENTS
D. ADDITIVES
E. NUTRITIONAL INFORMATION
F. NAME AND ADDRESS OF MANUFACTURER

IF THE INGREDIENTS' LIST IS MISSING ON THE LABEL, IT IS LISTED ON THE GOVERNMENT LIST OF FOOD STANDARDS. THE INGREDIENTS ARE REQUIRED TO BE EXACTLY AS THE GOVERNMENT RECIPE STIPULATES. IF NO ADDITIVES ARE LISTED, ASSUME NO ADDITIVES ARE PRESENT. IF THERE IS NO NUTRITION INFORMATION, NO ADDITIVES ARE PRESENT AND NO NUTRITIONAL CLAIM HAS BEEN MADE.

INFORMATION

WHEN THE INGREDIENTS ARE LISTED, THEY ARE IN DESCENDING ORDER BY WEIGHT. THAT MEANS THE ITEM THAT IS PRESENT IN THE LARGEST AMOUNT (BY WEIGHT) IS LISTED FIRST. THE ITEM PRESENT IN THE SMALLEST AMOUNT (BY WEIGHT) IS LISTED LAST.

SAMPLE PICTURE AND LABELS GIVE DIFFERENT ITEMS ON A LABEL.

JOB STEPS

1. COLLECT ALL MATERIALS. ON SCRAP PAPER WRITE DOWN THE SIX PIECES OF INFORMATION REQUIRED ON EACH PACKAGE. SEE INFORMATION SECTION IN THIS MODULE.

2. LIST THE FOOD PRODUCTS WHICH CONTAIN THE FOLLOWING ITEMS:

   A. SALT
   B. SODIUM
   C. SUGAR
   D. MONOSODIUM GLUTAMATE
   E. MILK SOLIDS
   F. HYDROGENATED VEGETABLE OIL

3. WRITE DOWN THE LARGEST AND SMALLEST INGREDIENT AMOUNT CONTAINED IN EACH PRODUCT.

JOB STEPS

4. REPEAT JOB STEPS 1 - 3 FOR THE REMAINING FIVE FOOD PRODUCTS.

5. SHOW ALL WORK TO YOUR INSTRUCTOR.

dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

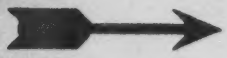
module: 4501 04 023 7 date: 6/77 level: I

skill title: SETTING UP A STEAM TABLE

developed & written by: LINDA GILMORE

visuals by:

WORD GUIDE



STEAM TABLE - A PIECE OF EQUIPMENT TO KEEP SERVING FOODS HOT FOR SHORT PERIODS OF TIME. USES STEAM FOR HEAT.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO SET UP A STEAM TABLE.

IN ORDER TO DO THIS YOU WILL NEED:

STEAM TABLE (3 WELLS)
MENU ITEMS AND AMOUNTS
STEAM TABLE ARRANGEMENT CHART
PANS

4-83

WE WILL KNOW YOU CAN DO IT WHEN:

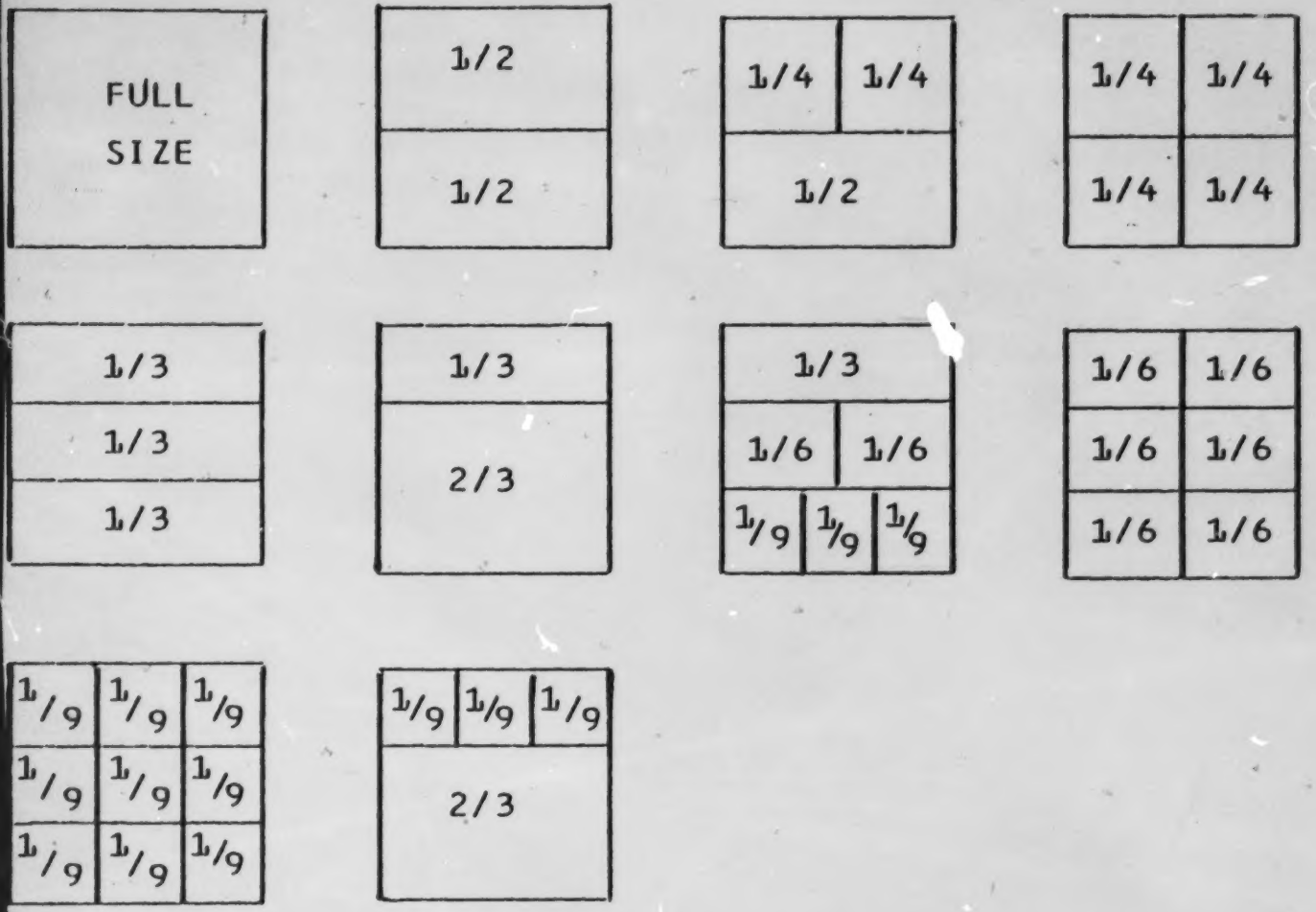
1. YOU PUT ALL FOOD ITEMS IN THE PROPER SIZE PANS.

2. YOU PUT ALL PANS INTO THE 3 WELL STEAM TABLE.

A TAPE OF THIS MODULE IS AVAILABLE

INFORMATION

STEAM TABLE ARRANGEMENT CHART



INFORMATION

WHEN USING PANS SMALLER THAN FULL SIZE, USE HOLDER BARS TO KEEP PANS STABLE.

PAN SIZES:	# IN WELL		DEPTH	# 1 C. SERVING
FULL	1		2 1/2"	24
			4"	48
HALF SIZE	2		2 1/2"	12
			4"	24
			6"	36
1/3 SIZE	3		2 1/2"	8
			4"	16
			6"	24
2/3 SIZE	1	(WITH 1/3 IN WELL)	2 1/2"	16
			4"	32
			6"	48
1/4 SIZE	4		2 1/2"	6
			4"	12
			6"	18

INFORMATION

PAN SIZES:	# IN WELL	DEPTH	# 1 C. SERVING
1/6 SIZE	6	2 1/2"	4
		4"	8
		6"	12

MENU ITEMS AND AMOUNTS:

SLICED HAM - 48 SERVINGS ON PATTY PAPER
SCALLOPED POTATOES - 48 SERVINGS - 1/2 CUP
GREEN BEANS - 24 SERVINGS - 1/2 CUP
POTATOES, SALT FREE - 10 SERVINGS - 1 CUP
GREEN BEANS, SALT FREE - 10 SERVINGS - 1/2 CUP
NO FAT BROTH - 15 SERVINGS - 1 CUP
CREAM OF ASPARAGUS SOUP - 25 SERVINGS - 3/4 CUP
BEEF AND NOODLES - 12 SERVINGS - 1 CUP

JOB STEPS

1. COLLECT ALL MATERIALS.

2. DETERMINE THE NUMBER OF 1 CUP SERVINGS IN EACH MENU ITEM.

3. SELECT ANY COMBINATION OF SIZES WHICH WILL FIT IN THE 3 WELL STEAM TABLE AND ACCOMODATE THE AMOUNTS OF REQUIRED FOOD.

4. CHECK TO MAKE SURE YOU ACCOUNTED FOR EVERY FOOD ITEM.

dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 025 7 date: 6/77 level: IV

skill title: SUPERVISING THE PRODUCTION OF FOOD ITEMS

developed & written by: _____

visuals by: _____

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO SUPERVISE THE PRODUCTION OF FOOD ITEMS.

IN ORDER TO DO THIS YOU WILL NEED:

1. EMPLOYEES OR STUDENTS
2. REQUISITION FORM
3. PENCIL
4. PAPER

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU SUPERVISE FOOD PRODUCTION SO THAT IT RUNS SMOOTHLY AND FOOD PRODUCTS ARE ACCEPTABLE.

2. YOU MAKE WORK ASSIGNMENTS SO THAT ALL WORK IS COMPLETED ON TIME.

A TAPE OF THIS MODULE IS AVAILABLE

JOB STEPS

1. COLLECT ALL MATERIALS.

DAY BEFORE

2. DECIDE ON THE MENU TO SERVE IN CACC CAFETERIA LINE. BE SURE TO KEEP MENU SIMPLE, KEEPING IN MIND THE EQUIPMENT AVAILABLE AND THE TIME ALLOWED.

3. REQUISITION THE FOOD AS IN MOD 4501 04 008 7.

4. SCHEDULE THE OTHER STUDENTS, ASSIGNING SPECIFIC DUTIES.

5. WRITE OUT A WORK SCHEDULE FOR EACH "EMPLOYEE" INCLUDING RECIPES AS IN MOD 4501 04 024 7.

TURN PAGE →

JOB STEPS

DAY OF PRODUCTION

6. EARLY THAT DAY, CHECK TO SEE IF THE FOOD YOU ORDERED IS ON HAND.

7. CHECK TO SEE OF ALL "EMPLOYEES" HAVE REPORTED TO WORK.

8. CHECK TO SEE IF EACH ONE KNOWS HIS/HER DUTIES.

9. CHECK TO SEE IF EACH ONE KNOWS WHERE TO GET HIS/HER EQUIPMENT AND FOOD SUPPLIES.

10. THROUGHOUT THE SESSION, CHECK WITH EMPLOYEES TO SEE IF THINGS ARE RUNNING SMOOTHLY AND IF WORK IS BEING COMPLETED ON SCHEDULE. REASSIGN WORK IF NECESSARY.

11. CHECK QUALITY OF FINISHED FOOD PRODUCTS: TASTE, NEATNESS, COLOR, AROMA, AND TEXTURE.

dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 026 7 date: 6/77 level: I

skill title: SUPERVISING THE SERVICE OF FOOD TO PATIENTS

developed & written by: LINDA GILMORE

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

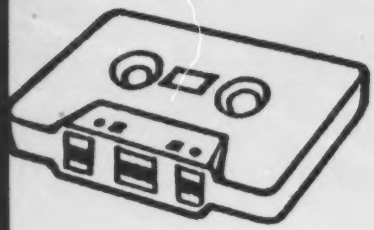
HOW TO SUPERVISE THE SERVING OF FOOD TO PATIENTS.

IN ORDER TO DO THIS YOU WILL NEED:

HOSPITAL DIETARY DEPARTMENT AT MEAL TIME
CHECKLIST
PENCIL
CLIPBOARD
THERMOMETER
PROPER TEMPERATURE LIST

WE WILL KNOW YOU CAN DO IT WHEN:

YOU COMPLETE THE CHECKLIST WHILE OBSERVING THE HOSPITAL DIETARY DEPARTMENT AT MEAL TIME.



A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

PROPER TEMPERATURE LIST

THE FOLLOWING IS A LIST OF RECOMMENDED FOOD TEMPERATURES AT THE POINT OF ASSEMBLY.

BROTHS, SOUPS, AND HOT BEVERAGES	180°-190° F.
MEAT, PORTIONED FOR SERVICE	140°-160° F.
CASSEROLE DISHES AND CREAMED ITEMS, INCLUDING CREAMED SOUP	150°-165° F.
POTATOES AND VEGETABLES	130°-150° F.
CHILLED FOODS AND BEVERAGES	40°-55° F.

JOB STEPS

1. COLLECT ALL MATERIALS.

2. MAKE SURE YOU KNOW THE PROPER FOOD TEMPERATURES AT THE POINT OF TRAY ASSEMBLY. INFORMATION IS CONTAINED ON PAGE 4 OF THIS MODULE.

3. READ THROUGH THE SUPERVISING FOOD SERVICE TO PATIENTS CHECKLIST. THE CHECKLIST IS ON PAGES 8-13 OF THIS MODULE.

4. AT MEAL TIME, GO TO THE HOSPITAL DIETARY DEPARTMENT AND COMPLETE THE CHECKLIST. ASK YOUR SUPERVISOR WHERE TO OBTAIN THE CHECK-LIST. DO NOT WRITE ON THIS MODULE.

5. CAREFULLY FOLLOW THE DIRECTIONS LISTED ON THE CHECKLIST. WHEN YOU COMPLETE THE CHECKLIST, TAKE IT TO YOUR INSTRUCTOR.

JOB STEPS

SUPERVISING FOOD SERVICE TO PATIENTS CHECKLIST

DIRECTIONS: IF THE ITEMS BELOW ARE DONE CORRECTLY, MARK "SATISFACTORY". IF CHANGES NEED TO BE MADE TO MAKE THE FOOD SERVICE SATISFACTORY, MARK "NEEDS IMPROVEMENT". THEN, LIST RECOMMENDATIONS AFTER EACH ITEM WHICH NEEDS IMPROVEMENT. DO NOT WRITE IN THIS MODULE.

ITEM TO BE OBSERVED	SATISFACTORY	NEEDS IMPROVEMENT
TRAY SET-UP:		
1. DIAGRAM FOR TRAY SET-UP POSTED IN HANDY PLACE.		
RECOMMENDATIONS:		
2. NECESSARY FLATWARE INCLUDED AND COVERED IN NAPKIN OR BAG.		
RECOMMENDATIONS:		

ITEM TO BE OBSERVED	SATISFACTORY	NEEDS IMPROVEMENT

3. TRAY CARD INCLUDED ALL NECESSARY INFORMATION.

   RECOMMENDATIONS:

4. CONDIMENT CONTAINERS ARE FULL.

   RECOMMENDATIONS:

5. TRAY COVER IS NEATLY ARRANGED AND IN GOOD CONDITION.

   RECOMMENDATIONS:

6. ENOUGH CREAM IS PROVIDED FOR COFFEE AND ANY OTHER USES (I.E. CEREAL).

   RECOMMENDATIONS:

ITEM TO BE OBSERVED	SATISFACTORY	NEEDS IMPROVEMENT
7. MILK IS COVERED OR SEALED.		
RECOMMENDATIONS:		
8. BREAD IS WRAPPED.		
RECOMMENDATIONS:		
9. ENOUGH BUTTER IS INCLUDED.		
RECOMMENDATIONS:		
10. JUICE IS COVERED.		
RECOMMENDATIONS:		
11. PLATE FOR COLD MAIN COURSE IS CHILLED.		
RECOMMENDATIONS:		
12. SALAD IS CHILLED AND DRESSING SERVED SEPERATELY.		
RECOMMENDATIONS:		

ITEM TO BE OBSERVED	SATISFACTORY	NEEDS IMPROVEMENT
13. ICE CREAM SERVED TO PREVENT MELTING.		
RECOMMENDATIONS:		
14. COLD FOOD IS AT PROPER TEMPERATURES AS IN MOD 4501-04-022.		
RECOMMENDATIONS:		
SERVING OF HOT FOODS:		
15. HOT FOOD IS SERVED HOT.		
RECOMMENDATIONS:		
16. DISHES AND COVERS PREHEATED.		
RECOMMENDATIONS:		
17. COVERS USED ON HOT FOOD AND BEVERAGES TO MAINTAIN TEMPERATURE.		
RECOMMENDATION:		

ITEM TO BE OBSERVED	SATISFACTORY	NEEDS IMPROVEMENT

18. MAIN COURSE ARRANGED ATTRACTIVELY ON HEATED DISH.

RECOMMENDATIONS:

19. COVERS ARE PLACED ON HOT FOODS AS SOON AS FOOD IS PLACED ON TRAY.

RECOMMENDATIONS:

20. HOT FOOD IS AT PROPER TEMPERATURES AS IN MOD 4501 04 002.

RECOMMENDATIONS:

SERVING OF TRAYS TO PATIENTS:

21. ALL PATIENTS IN A GIVEN AREA ARE SERVED AT ONCE.

RECOMMENDED:

TURN PAGE →

ITEM TO BE OBSERVED	SATISFACTORY	NEEDS IMPROVEMENT
22. EACH TRAY IS CHECKED BEFORE DISTRIBUTION TO INSURE PROPER SET-UP AND SPECIAL DIETS.		
RECOMMENDATIONS:		
23. THE AMOUNT OF FOOD PREPARED WAS SUFFICIENT TO PREPARE ALL TRAYS, WITHOUT WASTING FOOD.		
RECOMMENDATIONS:		

dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 027 7 date: 6/77 level: I

skill title: SERVING FOOD IN A CAFETERIA

developed & written by: LINDA GILMORE

visuals by:

WORD GUIDE

CAFETERIA - A SELF-SERVICE LUNCH ROOM.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO CHECK TO SEE IF A CAFETERIA FOOD SERVICE IS OPERATING SMOOTHLY.

AND IN ORDER TO DO THIS YOU WILL NEED:

HOSPITAL CAFETERIA

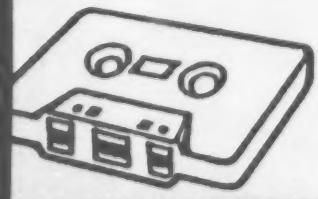
PENCIL

CLIP BOARD

CAFETERIA CHECKLIST

WE WILL KNOW YOU CAN DO IT WHEN:

YOU COMPLETE THE CHECKLIST NOTING AND SUGGESTING CHANGES.



A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

IN ALL FOOD SERVICE SITUATIONS, SMOOTH AND SPEEDY SERVICE IS IMPORTANT IN ALL FOOD SERVICE SITUATIONS. IN A CAFETERIA-TYPE SERVICE, THE CUSTOMER SERVES HIM/HER SELF. IN ORDER TO OBTAIN A SMOOTH, FLOWING SERVING LINE, YOU MUST PLACE FOOD AND SERVICE ITEMS IN A LOGICAL, CONVENIENT ORDER.

JOB STEPS

1. COLLECT YOUR MATERIALS. YOUR INSTRUCTOR WILL TELL YOU WHERE TO OBTAIN A COPY OF THE CHECKLIST FOR THIS MODULE.

2. REFERRING TO THE CAFETERIA CHECKLIST, CHECK FOOD AND SERVICE SET UP. THEN, RECORD ANY SUGGESTIONS FOR CHANGE.

3. WHEN THE SERVICE BEGINS AND THE CAFETERIA LINE BECOMES RATHER STEADY, USE THE CAFETERIA TO CHECK THE LINE OF SERVICE FLOW.

4. RECORD ANY SPOT IN THE LINE THAT SEEMS TO BE A PROBLEM OR BOTTLENECK FOR MOST PEOPLE.

5. DISCUSS YOUR SUGGESTIONS AND YOUR OBSERVATIONS WITH YOUR INSTRUCTOR.

CAFETERIA CHECKLIST

DIRECTIONS: MARK "SATISFACTORY" AFTER EACH ITEM PLACED IN A LOGICAL AND CONVENIENT ORDER. MARK "NEEDS IMPROVEMENT" AFTER EACH ITEM NOT PLACED IN A LOGICAL AND CONVENIENT ORDER AND SUGGEST HOW IT COULD BE IMPROVED.

THE GOAL OF THE FOOD SERVICE PROGRAM IS TO HAVE ALL ITEMS MARKED SATISFACTORY.

ITEM	SATISFACTORY	NEEDS IMPROVEMENT
FOOD AND SERVICE SET UP (CHECK BEFORE SERVING)		
1. TRAYS ARE PLACED FIRST IN THE SERVING LINE. SUGGESTION:		

ITEM	SATISFACTORY	NEEDS IMPROVEMENT
2. ARRANGEMENT OF CAFETERIA LINE IS CONTINUOUS AND EASY TO FOLLOW. SUGGESTION:		
3. FOOD IS PLACED IN SAME ORDER IT IS EATEN; SALAD FIRST, MAIN COURSE, THEN DESSERT. SUGGESTION:		
4. SAUCES, GRAVY OR DRESSING ARE PLACED AFTER THE ITEM ON WHICH THEY ARE USED. SUGGESTION:		

ITEM	SATISFACTORY	NEEDS IMPROVEMENT
5. COLORS, SHAPES AND TEXTURES ARE VARIED AND ATTRACTIVELY ARRANGED. SUGGESTION:		
6. SERVING DISHES ARE ATTRACTIVELY GARNISHED AND PROPERLY ARRANGED. SUGGESTION:		
7. PROPER SERVING UTENSILS ARE PROVIDED. SUGGESTION:		
8. SILVERWARE IS PLACED AT END OF SERVING LINE, SO THE CUSTOMER WILL KNOW WHICH UTENSILS HE/SHE NEEDS. SUGGESTION:		

ITEM	SATISFACTORY	NEEDS IMPROVEMENT
9. BEVERAGES ARE SERVED LAST. SUGGESTION:		
SERVICE FLOW (CHECK AFTER SERVING HAS BEGUN)		
10. ADDITIONAL FOOD IS SUPPLIED FROM THE OTHER SIDE OF COUNTER, SO SERVING LINE IS NOT INTERRUPTED. SUGGESTION:		
11. THE SERVICE LINE IS RUN RUN SMOOTHLY AND THERE SEEMS TO BE NO PROBLEM AREA OR "BOTTLENECK". SUGGESTION:		

dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 031 7 date: 8/77 level: III

skill title: SERVING FOOD AT A SPECIAL FUNCTION (COFFEE)

developed & written by: KATHLEEN S. MILLER

visuals by:

WORD GUIDE

BUFFET - METHOD OF SERVING FOOD WHICH REQUIRES GUESTS TO PASS BY A TABLE WHERE THE FOOD IS PLACED.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO SERVE FOOD AT A SPECIAL FUNCTION (COFFEE).

AND IN ORDER TO DO THIS YOU WILL NEED:

COFFEE MENU FROM PREVIOUS MOD

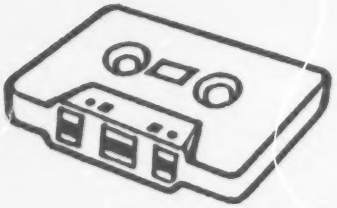
FOOD ORDER SHEET

PENCIL

PAPER

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU HAVE ALL THE EQUIPMENT, DISHES, AND FOOD NEEDED FOR THE FUNCTION.
2. YOU HAVE AN ATTRACTIVE BUFFET TABLE WHICH ALLOWS GUESTS TO BE SERVED EASILY AND QUICKLY.
3. YOU HAVE PROPERLY DELEGATED RESPONSIBILITY TO ACHIEVE A SMOOTHLY OPERATING FUNCTION.



A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

IN THIS MODULE YOU WILL ACT AS THE DIRECTOR FOR A FOOD PREPARATION SERVICE. THERE ARE TWO MAJOR KINDS OF BUFFET - THE FORMAL AND INFORMAL. AT A FORMAL BUFFET SOMEONE USUALLY STANDS IN BACK OF THE TABLE AND SPOONS THE FOODS ONTO THE PLATES. AT AN UNFORMAL BUFFET, GUESTS SERVE THEIR OWN FOOD ONTO PLATES. BUFFETS MAKE FOOD SERVING FAST AND EASY.

THE APPEARANCE OF FOOD, THE BUFFET TABLE, AND THE PLACEMENT OF ITEMS ON THE BUFFET TABLE ARE VERY IMPORTANT. THE FOOD SHOULD BE ORGANIZED IN A PLEASING WAY, AND EASY TO SERVE. ALSO, EVERYTHING MUST BE ORGANIZED SO THAT SERVING CAN BE DONE QUICKLY AND EASILY.

IN THIS MODULE YOU WILL PRACTICE JUST ONE PART OF A BUFFET SETTING - THE COFFEE.

JOB STEPS

1. REREAD PAGES 514-518 IN FOOD FOR FIFTY.

2. PLAN THE QUANTITY AND ESTIMATED COST OF FOOD TO BE SERVED. BE SURE THAT YOU SPECIFY WHETHER THE BUFFET IS FORMAL OR INFORMAL.

3. PLACE THE FOOD ORDER AS IN MODULE 4501 04 029 7.

4. MAKE A LIST OF ALL NEEDED EQUIPMENT AND DISHES. MAKE ARRANGEMENTS FOR OBTAINING THESE ITEMS.

5. ASSIGN THE TASK OF PREPARING THE FINGER FOODS. TAKE INTO ACCOUNT THE NUMBER OF STAFF YOU WILL NEED IN RELATION TO THE QUANTITY OF FOOD.

JOB STEPS

6. MAKE A DETAILED WORK SCHEDULE FOR EACH WORKER AS IN MODULE 4501 04 024 7.

7. SUPERVISE THE PREPARATION AND SERVICE OF FOOD AS IN MODULE 4501 04 025.

8. ARRANGE THE BUFFET TABLE AS ILLUSTRATED, MAKING ADJUSTMENTS FOR YOUR PARTICULAR MENU.

dietetic assistant

unit: FOOD PREPARATION AND SERVICE

capital area career center

module: 4501 04 034 7 date: 8/77 level: II

skill title: SELECTING EQUIPMENT

developed & written by: KATHLEEN S. MILLER

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO SELECT EQUIPMENT FOR A NEW FOOD PREPARATION AREA.

AND IN ORDER TO DO THIS YOU WILL NEED:

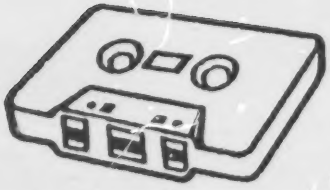
SEVERAL EQUIPMENT MANUALS FROM EQUIPMENT MANUFACTURERS

PAPER

PENCIL

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU ARE ABLE TO SPELL, PRONOUNCE AND DEFINE THE WORDS LISTED IN THE WORD GUIDE.
2. YOU ARE FAMILIAR WITH SEVERAL EQUIPMENT CATALOGS.
3. YOU SELECT THE EQUIPMENT THAT WILL MEET YOUR NEEDS AND MEET THE APPROPRIATE APPROVALS.



A TAPE OF THIS MODULE IS AVAILABLE.

JOB STEPS

1. READ THE FOLLOWING MATERIALS ON EQUIPMENT SELECTION:

   A. READ PAGES 588-639 IN WEST AND WOOD.
   B. READ PAGES 26-27 IN FOOD SERVICE MANUAL.
   C. READ PAGES 588-639 IN FOOD SERVICE IN INSTITUTIONS.

2. TO SERVE A 100-BED FACILITY, DETERMINE THE LARGE EQUIPMENT NEEDED FOR A NEW FOOD PREPARATION. SEE PAGES 686-687 IN WEST AND WOOD.

   EXAMPLE:

   A. OVENS - WHAT CAPACITY IS NEEDED?
   B. STOVE - HOW MANY BURNERS WILL BE NEEDED AT ONE TIME?
   C. SINKS - CONSIDER NEEDS FOR DISH WASHING AND FOOD PREPARATION.

JOB STEPS

D. DISHWASHER - HOW MUCH WILL THE MACHINE HOLD AT ONE TIME AND HOW LONG IS EACH CYCLE?

E. REFRIGERATOR AND FREEZER - WHEN FILLED TO CAPACITY, HOW LONG WILL THIS INVENTORY PROVIDE FOR?

F. SLICERS - WHAT WILL YOU BE SLICING?

G. VENTILATOR HOOD - HOW MANY BURNERS WILL BE PRODUCING THE HEAT?

H. GARBAGE DISPOSAL - HOW OFTEN WILL IT BE USED AND WILL COARSE OR SOFT FOODS BE PROCESSED?

3. STATE THE PURPOSE FOR EACH PIECE OF EQUIPMENT.

4. DETERMINE THE SIZE OF THE NEEDED EQUIPMENT, DIMENSION AND CAPACITY.

WORD GUIDE

NATIONAL SANITATION FOUNDATION - A NON-PROFIT ORGANIZATION THAT WORKS WITH PUBLIC HEALTH AGENCIES AND FOOD EQUIPMENT MANUFACTURERS TO ESTABLISH STANDARDS AND SPECIFICATIONS FOR FOOD SERVICE EQUIPMENT. EQUIPMENT ONLY GETS THE N.S.F. SEAL OF APPROVAL WHEN IT MEETS THESE STANDARDS.

UNDERWRITERS' LABORATORY - A SIMILAR ORGANIZATION THAT SPECIALIZES IN ELECTRICAL EQUIPMENT.

JOB STEPS

5. IN THE VARIOUS EQUIPMENT CATALOGS, FIND EQUIPMENT THAT MEETS THESE SPECIFICATIONS.

TURN PAGE →

JOB STEPS

6. CHECK TO SEE IF EACH SELECTED PIECE OF EQUIPMENT HAS THE APPROPRIATE APPROVAL (N.S.F. OR UL).

7. IF THE EQUIPMENT IS ELECTRICAL, DOES IT BEAR THE UNDERWRITERS' LABORATORY APPROVAL?

8. FOR EACH PIECE OF EQUIPMENT, WRITE A BRIEF JUSTIFICATION TELLING WHY YOU SELECTED THAT PARTICULAR BRAND, TYPE OR MODEL.

dietetic assistant

unit: DIET THERAPY

capital area career center

module: 4501 05 001 7 date: 7/77 level:

skill title: USING THE DIET INSTRUCTION SHEET

developed & written by: LINDA GILMORE

visuals by:

WORD GUIDE

DIET INSTRUCTION SHEET - A LIST OF FOOD ITEMS THE PATIENT SHOULD AND SHOULD NOT EAT.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

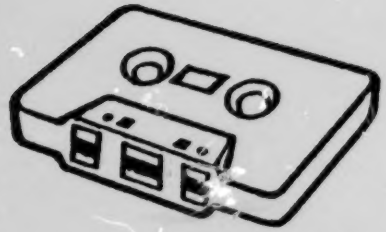
HOW TO USE A DIET INSTRUCTION SHEET.

IN ORDER TO DO THIS YOU WILL NEED:

DIET INSTRUCTION SHEET (FOR ANY DIET)
PRACTICE PATIENT (STUDENT)

WE WILL KNOW YOU CAN DO IT WHEN:

YOU USE THE DIET SHEET AS AN AID TO INSTRUCT THE PATIENT, USING DISCUSSION AND SUMMARY METHODS.



A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

EATING HABITS ARE HARD TO CHANGE. FOR A PATIENT TO START AND MAINTAIN A NEW DIET, IT IS IMPORTANT FOR HIM/HER TO FULLY UNDERSTAND WHICH FOODS TO EAT AND WHICH FOODS NOT TO EAT.

JOB STEPS

1. TO GET AN IDEA OF A PATIENT'S FOOD PREFERENCES OBTAIN A DIET HISTORY AS IN MOD #4501 01 002 (BE FRIENDLY AND UNDERSTANDING).

2. USING THE DIET INSTRUCTION SHEET AS A GUIDE, DISCUSS THE VARIOUS CATAGORIES OF FOODS. STRESS THE IMPORTANT POINTS FOR THAT PARTICULAR DIET. DO NOT SPEND TIME ON FOOD THE PATIENT DOES NOT EAT.

3. WHEN FINISHED WITH ALL FOOD CATAGORIES, SUMMARIZE THE FOODS THE PATIENT IS ALLOWED AND THOSE HE/SHE MUST AVOID.

4. ANSWER ANY QUESTIONS THE PATIENT HAS ABOUT FOOD CATAGORIES.

dietetic assistant

unit: DIET THERAPY

capital area career center

module: 4501 05 003 7 date: 7/77 level: ____

skill title: KEEPING DIET RECORDS OF PATIENTS IN AN INSTITUTION

developed & written by: LINDA GILMORE

visuals by: ____

WORD GUIDE

NPO - NOTHING BY MOUTH

SEQUENCE CARD - A CARD RECORD OF THE PATIENT'S ORDERS.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO KEEP DIET RECORDS OF PATIENTS IN AN INSTITUTION.

IN ORDER TO DO THIS YOU WILL NEED:

DIET ORDERS
SEQUENCE CARD
PENCIL

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU RECORD THE PATIENT'S DIET ORDER ON THE SEQUENCE CARD.

2. YOU RECORD ALL OTHER NECESSARY INFORMATION AND FILE IN THE CORRECT ORDER.

A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

DIET ORDERS:

LOW SODIUM
CLEAR LIQUID
NPO
CLEAR LIQUID, LOW SODIUM
FULL LIQUID, LOW SODIUM
LOW SODIUM, SOFT
LOW SODIUM, 1800 CALORIES
PT. ALLERGIC TO MILK
DIABETIC 1 SF.

TO BE CERTAIN THAT EACH PATIENT IS RECEIVING THE CORRECT DIET, YOU MUST KEEP A RECORD OF EACH PATIENT'S DIET ORDERS. THE RECORD CAN ALSO BE HELPFUL IN CHECKING A PATIENT'S PROGRESS (A CERTAIN DIET MAY CAUSE OR CURE CERTAIN SYMPTOMS).

JOB STEPS

1. COLLECT YOUR MATERIALS. YOUR INSTRUCTOR WILL TELL YOU WHERE TO OBTAIN A SEQUENCE CARD.

2. AT THE BOTTOM OF THE CARD, WRITE THE PATIENT'S NAME AND ROOM NUMBER.

3. RECORD THE FIRST DIET ORDER ON THE CARD. WRITE THE DATE, TIME, AND YOUR INITIALS.

4. PLACE THE DIET SLIP BEHIND THE DIET ORDER CARD IN THE CARD FILE.

5. RECORD ANY ALLERGIES UNDER DISLIKES.

6. RECORD EACH ADDITIONAL ORDER IN SEQUENCE ON THE DIET ORDER CARD.

JOB STEPS

SEQUENCE CARD

NO.	DIET ORDER IN SEQUENCE DIET	TIME	DATE	INIT.	LIKE
1					
2					
3					
4					
5					
6					DISLIKE
7					
8					
9					
10					
11					
NAME:				ROOM:	

dietetic assistant

unit: DIET THERAPY

capital area career center

module: 4501 05 004 7 date: 7/77 level:

skill title: RECORDING PATIENT'S DIET INSTRUCTIONS

developed & written by: LINDA GILMORE

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO RECORD THE PATIENT'S DIET INSTRUCTIONS.

IN ORDER TO DO THIS YOU WILL NEED:

DIET INSTRUCTION SHEET
PENCIL

WE WILL KNOW YOU CAN DO IT WHEN:

YOU COMPLETELY AND ACCURATELY RECORD ALL DIET INSTRUCTIONS.

A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

A COMPLETE RECORD OF DIET INSTRUCTIONS IS A HELPFUL REFERENCE FOR PATIENTS RETURNING TO THE HOSPITAL OR FOR QUESTIONS FROM DISCHARGED PATIENTS. THIS RECORD CAN ALSO BE HELPFUL WHEN GIVING FOLLOW-UP INSTRUCTION.

JOB STEPS

1. COLLECT YOUR MATERIALS. YOUR INSTRUCTOR WILL TELL YOU WHERE TO OBTAIN A DIET INSTRUCTION RECORD.

2. ON DIET INSTRUCTION RECORD SHEET, RECORD DATE OF INSTRUCTION AND PATIENT'S NAME AND ROOM NUMBER.

3. RECORD DIET IN WHICH PATIENT WAS INSTRUCTED.

4. RECORD WHETHER ANY FAMILY WAS PRESENT.

5. RECORD HOW WELL THE PATIENT APPEARED TO UNDERSTAND THE INSTRUCTION, I.E. GOOD, FAIR, POOR.

DIET INSTRUCTION RECORD

DATE	PATIENT'S NAME	ROOM #	DIET	FAMILY	RESPONSE/ UNDERSTANDING

dietetic assistant

unit: DIET THERAPY

capital area career center

module: 4501 05 009 7 date: 7/77 level:

skill title: HELPING PATIENTS TO PLAN A DIET FOR HOME USE

developed & written by: LINDA GILMORE

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO HELP A PATIENT PLAN HIS/HER DIET TO USE AT HOME.

AND IN ORDER TO DO THIS YOU WILL NEED:

PRACTICE PATIENT (STUDENT)

ANY SPECIAL DIET

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU OBTAIN A DIET HISTORY, THEN DISCUSS AND SHOW THE PATIENT HOW TO ADJUST HIS/HER DIET TO MEET THE SPECIAL DIET REQUIREMENTS.
2. YOU DISCUSS POSSIBLE PROBLEMS OF MAINTAINING THE NEW DIET.

A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

A PATIENT WILL FIND IT EASIER TO STICK TO A NEW DIET IF IT IS SIMILAR TO HIS/HER OLD DIET. IT IS YOUR JOB TO HELP THE PATIENT FIND A WAY TO KEEP THEIR FOOD STYLES AND TASTES WHILE MEETING THE NEEDS OF THE NEW DIET. THIS WILL REQUIRE HELP IN MENU PLANNING, BUT MAY ALSO REQUIRE SUGGESTIONS FOR PREPARATION.

JOB STEPS

1. OBTAIN A DIET HISTORY AS IN MOD 4501 01 002. LOOK OVER THE HISTORY SO YOU HAVE AN IDEA OF FOOD LIKES, DISLIKES, AND HABITS.

2. DISCUSS WITH THE PATIENT WHICH FOODS CAN BE EATEN AND WHICH MUST BE ADJUSTED OR DROPPED.

3. TRY TO USE SUBSTITUTE FOODS WHICH ARE ESPECIALLY LIKED. (IF DIET HISTORY SHOWS A LOW COST DIET, THEN SUBSTITUTE WITH LOW COST FOOD ITEMS).

4. MAKE SURE TO DISCUSS THE DIET REQUIREMENTS WITH THE PERSON WHO DOES THE COOKING AND SHOPPING IF IT IS SOMEONE OTHER THAN THE PATIENT.

JOB STEPS

5. TRY TO MATCH MEAL SUBSTITUTES TO THE PATIENT'S TASTE, ROUTINE, BUDGET AND FACILITIES.

6. EXAMINE AS MANY POTENTIAL PROBLEMS AS POSSIBLE. DISCUSS THE POSSIBLE PROBLEMS.

7. HELP THE PATIENT WRITE OUT AN ACCEPTABLE MENU FOR ONE WEEK, ONE WHICH MEETS THE REQUIREMENTS OF THE DIET.

8. DISCUSS ANY PROBLEMS OR QUESTIONS.

dietetic assistant

unit: DIET THERAPY

capital area career center

module: 4501 05 011 7 date: 6/77 level:

skill title: HELPING DIABETIC PATIENTS PLAN FOR FOOD PURCHASES SPECIFIC TO THEIR NUTRITIONAL NEEDS

developed & written by: SHARON ALBERT

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO HELP A DIABETIC PATIENT PLAN FOR FOOD PURCHASE SPECIFIC TO HIS/HER NUTRITIONAL NEEDS.

IN ORDER TO DO THIS YOU WILL NEED:

1. TO VISIT THE GROCERY STORE
2. A DIABETIC PATIENT
3. PENCIL
4. PAPER
5. DIABETIC PATTERN FOR 1500 CALORIE DIET

WORD GUIDE

DIETETIC FOOD SECTION - THAT PORTION OF THE GROCERY STORE WHERE SPECIAL DIET PACKAGED FOODS ARE SHELVED.

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU CAN TELL WHICH DIETETIC FOODS ARE AVAILABLE IN THE GIVEN LOCAL GROCERY STORE AND IN WHAT SECTION THEY ARE LOCATED.

2. YOU CAN PLAN A VARIED DIABETIC DIET AND A SPECIFIC LIST FOR THREE DAYS.

A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

TO MAINTAIN A STEADY SUGAR LEVEL, THE DIABETIC NEEDS TO EAT THREE WELL-BALANCED MEALS A DAY. IF THESE MEALS ARE PRE-PLANNED, IT IS EASIER TO MAINTAIN A DIET.

AS IN MODULE 4501 05 020 7, CONSIDER THE PATIENT'S BUDGET AND EATING HABITS. YOU CANNOT PLAN STEAK EVERY NIGHT FOR MOST PEOPLE BECAUSE OF ITS PRICE. IF A PATIENT HATES FISH, EVEN IF IT'S EASY TO PLAN INTO THE BUDGET, YOU SHOULD NOT USE IT IN THE MENU.

REMEMBER TO TAKE INTO ACCOUNT BUDGET, PATIENT'S EATING HABITS, AND PREPARATION FACILITIES. A DIABETIC DOESN'T HAVE TO EAT DIFFERENT FOOD FROM THE REST OF THE FAMILY. BE SURE YOU INCLUDE VITAMINS A AND C FOODS. YOU SHOULD PROVIDE SOME RECIPES FOR THE PATIENT.

INFORMATION

YOU WILL ALSO WANT TO REFER TO MODULE 4501 01 018 7 (EVALUATING CONVENIENCE FOODS). MANY FOOD PACKAGES LIST THE NUMBER OF SERVINGS AND AMOUNT OF CARBOHYDRATES, PROTEINS, AND FATS PER SERVING. REMEMBER THAT THE CARBOHYDRATES CAN CONTAIN SUGAR. DEFINITELY AVOID FOODS THAT LIST SUGAR AS THE FIRST INGREDIENT. YOU MIGHT CONSIDER WEIGHT WATCHER FOODS; HOWEVER, THEY ARE MORE EXPENSIVE. PROVIDE VARIETY. ALSO, IF THE PATIENT HAS BEEN A BIG EATER, RICE, NOODLES, POTATOES, ETC. CAN BE EATEN IN LARGER QUANTITIES THAN BREAD PER EXCHANGE.

JOB STEPS

1. COLLECT YOUR MATERIALS.

2. PLAN A DIABETIC MENU FOR THREE DAYS.

3. LIST ALL INGREDIENTS AND QUANTITY IN RECIPES.

4. WRITE OUT A SHOPPING LIST FROM THE MENU. MAKE A NOTE OF NONPERISHABLE FOODS THAT CAN BE PURCHASED IN LARGER QUANTITIES THAN IMMEDIATE NEEDS. THESE FOODS WILL BE AVAILABLE FOR FUTURE NEEDS.

5. GO TO GROCERY STORE. CHECK LABELS.

NOTE: REMEMBER, NOT ALL DIETETIC FOODS ARE LEGAL FOR DIABETICS. CANDIES, COOKIES, ETC. HAVE TO BE USED WITHIN THE 1500 CALORIES, NOT IN ADDITION TO THEM.

TURN PAGE →

JOB STEPS

6. IT MAY BE NECESSARY TO REVISE THE MENU. SOME ITEMS COULD BE ON SALE OR OUT OF SEASON.

7. NOTE WHICH ITEMS ARE LOCATED IN THE DIETETIC FOOD SECTION.

8. COMPARE THE PRICE OF DIETETIC AND REGULAR FOODS. THE ONLY DIFFERENCE BETWEEN REGULAR AND DIETETIC MIGHT BE SALT.

dietetic assistant

unit: DIET THERAPY

capital area career center

module: 4501 05 020 7 date: 6/77 level:

skill title: INSTRUCTING A PATIENT ON A DIABETIC DIET

developed & written by: SHARON ALBERT

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO INSPECT A PATIENT IN A 1,400 CALORIE DIABETIC DIET, TAKING IN ACCOUNT VARIETY, THE PATIENT'S BUDGET, EATING HABITS, AND EXERCISE LEVEL.

AND IN ORDER TO DO THIS YOU WILL NEED:

PATIENT WITH DIABETES, IN NEED OF DIABETIC DIET

DOCTOR'S ORDER FOR 1,400 CALORIE DIABETIC DIET

FOOD EXCHANGE LIST

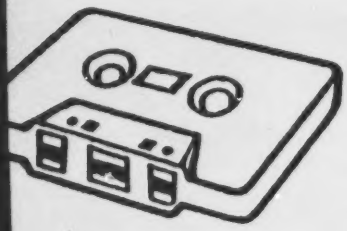
MENU PATTERN BLANK

PAPER

PENCIL

WE WILL KNOW YOU CAN DO THIS WHEN:

1. YOU TAILOR A DIABETIC DIET TO THE NEEDS OF THE PATIENT.
2. YOU CAN GIVE REASONS FOR THE PATIENT TO BE ON THE DIABETIC DIET SO THE PATIENT WILL REALIZE THE IMPORTANCE OF ADHERING TO THE DIET.



A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

THE DIABETIC WILL FIND IT EASIER TO STICK TO A DIET IF HE/SHE HAS VARIETY IN THE MENU. IT IS IMPORTANT FOR YOU TO CONSIDER THE DIABETIC'S DISTASTE IN FOOD AND THEIR BUDGET. THE DIET CAN BE VARIED; POSSIBLY AN EVENING SNACK COULD BE INCLUDED IF AN EXERCISE OR ACTIVITY PROGRAM IS KNOWN.

THERE ARE MANY DIABETIC AND NATURAL FOODS COOKBOOKS. MANY OF THE DIABETIC COOKBOOKS CAN ORDERED FREE THROUGH MDA (MICHIGAN DIABETES ASSOCIATION).

ORANGE JUICE AS THE LIQUID IS AN EXCELLENT SOURCE OF SWEETNESS IN DESSERTS, OMIT MOST OF THE SUGAR. WEIGHT WATCHERS HAVE MANY EXCELLENT RECIPES IN THEIR MAGAZINES AND COOKBOOKS.

INFORMATION

HAVE ON HAND FREE NIBBLES (AND ALWAYS HAVE THEM CLEANED AND READILY AVAILABLE WHEN A POWERFUL URGE TO CHEAT ARISES).

JOB STEPS

1. COLLECT YOUR MATERIALS.

2. TAKE DIET HISTORY. LOOK OVER MODULE 4501 01 004.

3. EXPLAIN TO THE PATIENT THE PURPOSE OF BOTH A NUTRITIONALLY SOUND DIET AND THE SPECIFIC DIABETIC DIET. REFER BACK TO MODULE 4501 05 010. THE DIET IN THIS MODULE CONTAINS 200 MORE CALORIES THAN THE DIET IN MODULE 4501 05 010.

4. EXPLAIN TO THE PATIENT THAT EXERCISE CAN LOWER BLOOD SUGAR. DEPENDING ON TIME OF EXERCISE, A SNACK MIGHT BE PLANNED IN DAILY DIET. ALSO, EXPLAIN POSSIBLE FOODS TO EAT AFTER INTENSE EXERCISE IF BLOOD SUGAR HAS DROPPED TOO LOW.

JOB STEPS

5. EXPLAIN TO THE PATIENT THE PURPOSE OF INSULIN AND DIRECT PATIENT TO THE DOCTOR TO THE DOCTOR IF THE DIET AND MEDICATION HAVE NOT BALANCED HIS/HER SUGAR LEVEL.

6. PLAN MEAL PATTERN, CALCULATING AS IN MOD 4501 05 010, BUT WITH 200 ADDITIONAL CALORIES. ASK THE PATIENT:

   A. HIS/HER FAVORITE MEAT, VEGETABLES, AND FRUIT,

   B. FAVORITE TYPES OF MILK EXCHANGES,

   C. FAVORITE TYPES OF BREADS AND BREAD EXCHANGES,

   D. HOW MUCH HE/SHE PLANS TO SPEND ON FOOD PER WEEK (REFER TO MODULE 4501 01 004. HAS BUDGET RESULTED

JOB STEPS

6. D. IN AN UNBALANCED DIET? ARE THERE SOME LESS EXPENSIVE FOODS THAT CAN BE SUBSTITUTED IN SOME RECIPES?),

   E. HOW HE/SHE FEELS ABOUT THE DIET,

   F. DOES HE/SHE FORESEE ANY PROBLEM FOODS THAT ARE GOING TO BE DIFFICULT TO AVOID.

7. EXPLAIN TO THE PATIENT THE FOOD EXCHANGE LISTS AND THEIR USES IN PLANNING MEALS. EXPLAIN WEIGHTS, STRESS USE OF A SCALE AND THAT ONCE THE PATIENT IS FAMILIAR WITH THE LISTS, THE LISTS WILL BECOME QUITE EASY TO FOLLOW.

8. EXPLAIN TO THE PATIENT, WHAT FOODS SHOULD BE AVOIDED. SEE MODULE 4501 05 007. AGAIN, MANY DELICIOUS "FORBIDDEN" RECIPES CAN BE ALTERED.

JOB STEPS

9. EXPLAIN TO THE PATIENT METHODS OF FOOD PREPARATION. ASK THE PATIENT ABOUT HIS/HER PREPARATION. ALSO EXPLAIN THAT THERE ARE ALSO HEALTHY METHODS OF FOOD PREPARATION THAT BENEFIT DIABETICS AND ANYONE ELSE. ALSO ASK THE PATIENT ABOUT FACILITIES AND TIME ALLOTED FOR FOOD PREPARATION.

10. EXPLAIN TO THE PATIENT HOW TO SELECT DIETETIC FOODS AND THEIR PLACE IN A DIABETIC DIET. EXPLAIN TO THE PATIENT THAT LABELS SHOULD ALWAYS BE READ. MANY FOODS CONTAIN UNNEEDED SUGAR. MANY DIETETIC FOODS STATE THAT A DIETETIC SHOULD CONSULT HIS/HER DOCTOR BEFORE USING THE PRODUCT.

11. ASK THE PATIENT IF HOLIDAY MEALS OR ANY SPECIAL OCCASION WILL BE A PROBLEM. SPECIAL RECIPES CAN BE MODIFIED.

JOB STEPS

12. PLAN A SAMPLE MENU, TAKING INTO ACCOUNT STEPS 4, 6, AND 9 OF THIS MOD. CHECK TO SEE IF THE PATIENT HAS ANY QUESTIONS.

13. ASK PATIENT TO PLAN A SAMPLE MENU. STRESS VARIETY IN A DIABETIC'S FOOD CHOICE. ASK THE PATIENT TO USE FOODS THAT HE/SHE WOULD ACTUALLY USE. BE SURE THEY INCLUDE VITAMIN A AND C AND HAVE THE CORRECT WEIGHT PER PORTION.

14. FOLLOW UP. SEE PATIENT IN LATER VISITS TO SEE IF INSTRUCTIONS WERE UNDERSTOOD. CHAT WITH PATIENT ABOUT EATING HABITS. IN THE BEGINNING, THERE IS A LOT TO REMEMBER AND IT IS EASY TO FORGET SOME IMPORTANT DO'S AND DON'TS. TELL THE PATIENT TO FEEL FREE TO CALL HIS/HER DIETITIAN ANYTIME.

dietetic assistant

unit: SUPERVISING TOOLS AND TECHNIQUES

capital area career center

module: 4501 06 001 7 date: 7/77 level: II

skill title: INTERVIEWING NEW EMPLOYEES

developed & written by: MARY JANE HELDER

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO INTERVIEW NEW EMPLOYEES.

IN ORDER TO DO THIS YOU WILL NEED:

1. NEW JOB APPLICANT (CLASSMATE)
2. APPLICATION FORM
3. JOB DESCRIPTION OF JOB OPENING
4. PENCIL

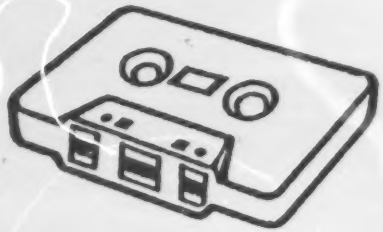
WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU INFORM THE APPLICANT OF ALL ASPECTS OF THE JOB.

. . . YOU CAN DO IT WHEN:

2. YOU SHOW THAT YOU CAN OBTAIN INFORMATION FROM APPLICANTS THAT WILL BE HELPFUL IN MAKING HIRING DECISIONS.

3. YOU WILL BE ABLE TO SPELL, PRONOUNCE, AND DEFINE ALL TECHNICAL WORDS LISTED IN THIS MODULE.



A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

WHEN INTERVIEWING AN APPLICANT, REMEMBER THAT YOU ARE TRYING TO FIND A LONG-TERM EMPLOYEE WHO WILL BE A DEPENDABLE WORKER. THEREFORE, NOT ONLY MUST YOU BE HAPPY WITH THE APPLICANT, BUT THE APPLICANT MUST BE ONE WHO WILL ENJOY WORKING IN YOUR INSTITUTION. WHILE YOU ARE INTERVIEWING, KEEP IN MIND SEVERAL QUESTIONS YOU WILL NEED ANSWERED BEFORE YOU CAN BE CONFIDENT THAT THE APPLICANT WOULD BE A SUCCESSFUL EMPLOYEE:

1. DOES THE APPLICANT HAVE THE NECESSARY JOB KNOWLEDGE TO FILL THE VACANT POSITION WITHOUT EXCESSIVE TRAINING TIME?

2. DOES THE APPLICANT HAVE THE PERSONALITY AND BACKGROUND THAT WILL HELP HIM/HER TO "GET ALONG" WELL WITH OTHER EMPLOYEES?

INFORMATION

3. DOES THE APPLICANT GIVE THE IMPRESSION THAT HE/SHE WOULD LIKE TO WORK IN YOUR INSTITUTION?

4. WHAT IS THE APPLICANT'S JOB HISTORY LIKE? HAS HE/SHE HELD SEVERAL JOBS WITHIN A SHORT TIME? HAVE THERE BEEN LONG PERIODS OF UNEMPLOYMENT? HAS HE/SHE WORKED STEADILY FOR ONLY ONE OR TWO EMPLOYERS? IF THE LAST QUESTION IS TRUE, YOU ARE LIKELY TO HAVE A DEPENDABLE APPLICANT. IN EITHER OF THE FIRST TWO SITUATIONS, YOU MAY HAVE AN UNRELIABLE APPLICANT.

5. IS THE POSITION APPLIED FOR SIMILAR IN PAY TO THE APPLICANT'S FORMER JOBS? IF THE PAY IS MUCH LOWER, THE APPLICANT MAY NOT STAY WITH YOU FOR VERY LONG.

INFORMATION

THERE ARE OTHER QUESTIONS YOU MAY THINK OF FOR YOURSELF. TRY TO THINK OF AT LEAST ONE IMPORTANT QUESTION YOU SHOULD CONSIDER WHEN INTERVIEWING AN EMPLOYEE.

BEFORE YOU INTERVIEW THE EMPLOYEE, MAKE CERTIAN THAT YOU KNOW EVERYTHING ABOUT THE JOB THAT IS OPEN. THE APPLICANT MAY WANT TO KNOW SOME SPECIFIC INFORMATION ABOUT THE JOB, AND YOU WILL FEEL FOOLISH IF YOU DO NOT HAVE THE ANSWERS.

BEFORE DOING THE JOB STEPS, READ:

DYNAMIC SUPERVISION, #118, "HOW TO INTERVIEW".

FOOD SERVICE MANUAL, PAGE 11.

FOOD SERVICE IN INSTITUTIONS, PAGE 365-369.

SELECT A CLASSMATE TO ACT AN AN APPLICANT WHILE YOU ROLE-PLAY INTERVIEWING.

WORD GUIDE

PUNCTUALITY - ARRIVING ON TIME

JOB STEPS

1. IF AN APPOINTMENT HAS BEEN MADE, BE SURE YOU DON'T KEEP THE APPLICANT WAITING, JUST AS YOU WOULD EXPECT PUNCTUALITY.

2. ASK THE APPLICANT TO FILL OUT THE APPLICATION FORM. THIS WILL TELL YOU IF THE APPLICANT CAN WRITE, READ, AND UNDERSTAND SIMPLE DIRECTIONS AND QUESTIONS, AS WELL AS PROVIDE YOU WITH BIOGRAPHICAL DATE AND QUALIFICATIONS FOR THE JOB.

3. SELECT A QUIET, CHEERFUL, COMFORTABLE OFFICE IN WHICH TO CONDUCT THE INTERVIEW.

JOB STEPS

4. PUT THE APPLICANT AT EASE. TREAT THE PERSON WITH COURTESY AND WITH IMPORTANCE.

5. REVIEW THE APPLICATION WITH THE APPLICANT. THIS GIVES YOU A CHANCE TO JUDGE CONVERSATIONAL ABILITY AND TO GATHER OTHER IMPORTANT POINTS, SUCH AS:

   A. FORMER EMPLOYMENT AND REASONS FOR LEAVING.
   B. REASONS FOR APPLYING TO YOUR COMPANY.

6. USING THE JOB DESCRIPTION, TELL THE APPLICANT ABOUT THE REQUIREMENTS OF THE JOB.

7. TELL THE APPLICANT ABOUT THE CHANCES FOR PROMOTION FROM THAT POSITION.

WORD GUIDE

FRINGE BENEFITS - SUCH THINGS AS PAID VACATION TIME, PAID SICK TIME, PAID HEALTH AND LIFE INSURANCE, RETIREMENT PLAN, WHICH ADDS TO THE VALUE AND ATTRACTIVENESS OF THE JOB, BUT ARE NOT SHOWN IN WAGE OR SALARY SCALE.

JOB STEPS

8. TELL THE APPLICANT ABOUT THE FRINGE BENEFITS OFFERED BY YOUR INSTITUTION.

9. ENCOURAGE THE APPLICANT TO TELL WHY HE/SHE WANTS THE JOB AND HOW HE/SHE SEES THEIR USEFULNESS IN THE ORGANIZATION.

JOB STEPS

10. THANK THE APPLICANT FOR APPLYING. TELL HIM/HER YOU WILL CONTACT THEM IN THE NEXT COUPLE OF DAYS REGARDING YOUR AND HIS/HER DECISION. SHOW THE APPLICANT OUT OF THE OFFICE.

dietetic assistant

unit: SUPERVISING TOOLS AND TECHNIQUES

capital area career center

module: 4501 06 002 7 date: 7/77 level: II

skill title: SELECTING NEW EMPLOYEES

developed & written by: MARY JANE HELDER

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO SELECT NEW EMPLOYEES.

AND IN ORDER TO DO THIS YOU WILL NEED:

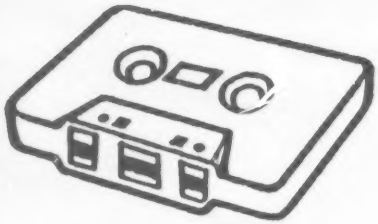
1. APPLICATION FROM PREVIOUS MOD
2. REFERENCES
3. INTERVIEW COMPLETED FROM PREVIOUS MOD
4. TELEPHONE

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU KNOW SOME IMPORTANT CLUES ABOUT GENERAL APPEARANCE, MENTAL ALERTNESS AND EMOTIONAL STABILITY WHICH INDICATES FUTURE SUCCESS.

. . . YOU CAN DO IT WHEN:

2. YOU CAN REVIEW APPLICATIONS AND REFERENCES TO DISCOVER IMPORTANT FACTORS IN MAKING HIRING DECISIONS.



A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

AFTER YOU HAVE CONDUCTED AN INTERVIEW, YOU MUST REVIEW THE APPLICATION AND RECORD YOUR OVERALL EVALUATION OF THE APPLICANT AS A POTENTIAL EMPLOYEE. THIS REVIEW IS IMPORTANT, BECAUSE YOU MAY HAVE TO INTERVIEW SEVERAL APPLICANTS. THE REVIEW RECORD WILL HELP YOU REMEMBER BOTH THE PERSON AND YOUR EVALUATION.

HOWEVER, IN MOST CASES, YOU WILL NOT HAVE TO DO THE HIRING ON THE BASIS OF YOUR IMPRESSION ALONE. YOU CAN DISCUSS THE APPLICANT WITH HIS/HER REFERENCES AND/OR PREVIOUS EMPLOYERS. BE POLITE. THESE PEOPLE ARE DOING YOU A SERVICE, AND YOU ARE REPRESENTING YOUR INSTITUTION TO THE PUBLIC.

INFORMATION

BEFORE DOING THE JOB STEPS, READ THE FOLLOWING INFORMATION:

FOOD SERVICE MANUAL, PAGES 11-12
FOOD SERVICE IN INSTITUTIONS, PAGES 365-369

AFTER YOU REVIEW THE APPLICATION AND RECORD YOUR OWN IMPRESSION OF THE APPLICANT, SELECT TWO OR THREE STUDENTS TO ACT AS REFERENCES OR FORMER EMPLOYERS OF THE APPLICANT. PRETEND TO ASK THEM ABOUT THE APPLICANT.

JOB STEPS

1. GO OVER THE INTERVIEW IN YOUR MIND AND ANSWER THE FOLLOWING QUESTIONS:

   A. GENERAL APPEARANCE - DID THE APPLICANT SEEM CLEAN AND HEALTHY? DID THE APPLICANT HAVE GOOD EYE CONTACT OR CONTINUALLY LOOK AWAY? WAS THE APPLICANT'S CLOTHING APPROPRIATE AND NEAT?

   B. MENTAL ALERTNESS - DID THE APPLICANT MAKE LOGICAL SENTENCES, CLEAR STATEMENTS, AND CARRY ON A CONVERSATION WELL ENOUGH TO MEET JOB NEEDS AND GET ALONG WITH OTHER EMPLOYEES? DID THE APPLICANT SEEM TO HAVE THE EDUCATION AND KNOWLEDGE REQUIRED BY THE JOB?

   C. EMOTIONAL STABILITY - WAS THE APPLICANT MORE NERVOUS THAN YOU WOULD EXPECT? DID THE APPLICANT SEEM TO HAVE POSITIVE FEELINGS AND IDEAS ABOUT SOME THINGS, PERSONS?

JOB STEPS

2. ON THE BOTTOM OF THE APPLICATION, RECORD YOUR GENERAL EVALUATION ACCORDING TO THE ABOVE CATEGORIES. SIGN IT AND DATE IT.

3. WHEN YOU HAVE NARROWED DOWN THE APPLICANTS TO THOSE YOU FEEL MOST POSITIVE ABOUT, PHONE THEIR REFERENCES. BE POLITE.

   A. ASK HOW LONG THEY HAVE KNOWN THE APPLICANT.

   B. ASK IF THEY KNOW OF ANYTHING NEGATIVE ABOUT THE EMPLOYEE'S WORK HISTORY.

NOTE: USE A CLASSMATE TO ACT AS APPLICANT'S REFERENCES.

JOB STEPS

4. PHONE PREVIOUS EMPLOYERS. MANY EMPLOYERS WILL ONLY CONFIRM DATES OF EMPLOYMENT, BUT IF YOU ARE FRIENDLY AND PERSISTENT, THEY MAY PROVIDE MORE INFORMATION:

   A. DETAILS OF JOB PERFORMANCE.
   B. REASONS FOR DISCHARGE OR RESIGNATION.
   C. THE FORMER SUPERVISOR'S EVALUATION OF THE APPLICANT.

5. WRITE THE COMMENTS OF REFERENCES AND PREVIOUS EMPLOYERS BESIDE THEIR NAMES ON THE APPLICATION.

6. AFTER YOU HAVE ALL INFORMATION, MAKE YOUR DECISION.

7. FIRST, PHONE THE PERSON SELECTED AND FIND OUT IF HE/SHE STILL WANTS THE JOB. THEN CALL AND THANK THE OTHER APPLICANTS. TELL THEM YOU WILL KEEP THEIR NAMES ON FILE FOR ANY FUTURE OPENINGS.

dietetic assistant

unit: SUPERVISING TOOLS AND TECHNIQUES

capital area career center

module: 4501 06 003 7 date: 7/77 level: I

skill title: ORIENTING NEW EMPLOYEES

developed & written by: MARY JANE HELDER

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

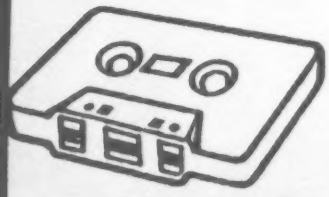
HOW TO ORIENT NEW EMPLOYEES.

AND IN ORDER TO DO THIS YOU WILL NEED:

A NEW EMPLOYEE (STUDENT)
A HOSPITAL DIETARY DEPARTMENT
PERSONNEL POLICY MANUAL
PERSONAL CARE LIST

WE WILL KNOW YOU CAN DO IT WHEN:

YOU HAVE TOLD THE NEW EMPLOYEE ABOUT ALL PHASES OF THE JOB.



A TAPE OF THIS MODULE IS AVAILABLE.

INFORMATION

IT IS IMPORTANT THAT NEW EMPLOYEES CLEARLY UNDERSTAND ALL ASPECTS OF THEIR JOB. THERE WILL BE LITTLE POSSIBILITY OF FUTURE MISUNDERSTANDINGS AND CONFUSION, AND THE EMPLOYEE WILL FEEL MORE SECURE AND CONFIDENT. MOST OF US ARE FEARFUL WHEN WE ENTER NEW EXPERIENCES WITHOUT KNOWLEDGE OF HOW, WHY, WHERE, AND WHEN THINGS MUST BE DONE. AS MUCH AS POSSIBLE, NEW EMPLOYEES SHOULD BE ABLE TO AVOID FEELING FEARFUL.

JOB STEPS

1. COLLECT YOUR MATERIALS.

2. WELCOME THE NEW EMPLOYEE. TRY TO MAKE THE EMPLOYEE FEEL COMFORTABLE.

3. SHOW THE NEW EMPLOYEE THE PERSONNEL POLICY MANUAL, POINTING OUT HIS/HER JOB CLASSIFICATION, LENGTH OF PROBATIONARY PERIOD, METHOD OF RECEIVING PAY, HOLIDAYS AND VACATION, OPPORTUNITY FOR PROMOTION.

4. BE SURE HE/SHE KNOWS THE WORK SCHEDULE, HOURS OF WORK, DAYS OFF, COFFEE BREAKS, AND LUNCH PERIODS.

5. GIVE HER/HIM A PAGE ON PERSONAL CARE REQUIREMENTS, UNIFORM, HAIRNET, CLEANLINESS, ETC.

JOB STEPS

6. DISCUSS THE OBJECTIVES OF THE DIETARY DEPARTMENT, THOSE OF PROVIDING SANITARY, APPETIZING, AND NUTRITIOUS FOOD AT A REASONABLE COST.

7. GIVE THE NEW EMPLOYEE A TOUR OF THE DEPARTMENT, INTRODUCING HIM/HER TO FELLOW EMPLOYEES.

8. SHOW THE LOCATION OF THE LOCKER ROOM, THE CAFETERIA, OR LUNCHROOM.

9. GIVE A BRIEF TOUR OF THE HOSPITAL, EXPLAINING THE INTERRELATIONSHIP OF EACH DEPARTMENT WITH DIETARY.

10. GIVE HIM/HER A COPY OF THE JOB ROUTINE AND MAKE ASSIGNMENT TO OBSERVE A TRAINED EMPLOYEE AT THAT JOB.

JOB STEPS

11. CHECK PERIODICALLY TO SEE IF THERE ARE ANY QUESTIONS AND TO OBSERVE PROGRESS.

dietetic assistant

unit: SUPERVISING TOOLS AND TECHNIQUES

capital area career center

module: 4501 06 005 7 date: 7/77 level: III

skill title: RATING EMPLOYEES

developed & written by: MARY JANE HELDER

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO RATE EMPLOYEES.

AND IN ORDER TO DO THIS YOU WILL NEED:

CLASSMATE WHOM YOU HAVE SUPERVISED ON GROUP PROJECT

RATING FORM

PENCIL

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU CAN WRITE AN EVALUATION THAT IS ACCURATE, SINCERE, AND GIVES THE EMPLOYEE SOME HELPFUL IDEAS FOR SELF-IMPROVEMENT.

INFORMATION

TO DETERMINE WHETHER OR NOT AN EMPLOYEE SHOULD RECEIVE A RAISE, YOU MUST EVALUATE HIS/HER PERFORMANCE. THE PURPOSE OF AN EVALUATION FORM IS TO PROVIDE A GENERAL GUIDELINE FOR DISCUSSING AN EMPLOYEE'S JOB PERFORMANCE AT THE END OF A LONG PERIOD OF EMPLOYMENT (SUCH AS 6 MONTHS OR ONE YEAR). YOU MUST COMPLETE THE FORM, IN PENCIL, BEFORE YOU DISCUSS IT WITH THE EMPLOYEE. DURING DISCUSSION WITH THE EMPLOYEE, YOU MAY CHANGE YOUR MIND ON SOME POINT.

THIS IS NOT A DISCIPLINARY FORM. IF AN EMPLOYEE DESERVES TERMINATION, DISCIPLINARY ACTION SHOULD HAVE BEEN COMPLETED BEFORE THE EMPLOYEE WAS DUE FOR A RAISE.

WORD GUIDE

BEHAVIOR - ACTIONS OR REAL PERFORMANCE.

INFORMATION

REMEMBER TO EMPHASIZE THE POSITIVE PARTS OF AN EMPLOYEE'S JOB PERFORMANCE. THINK OF SPECIFIC, GOOD PERFORMANCE EXAMPLES THAT THE EMPLOYEE HAS DONE. WHEN DISCUSSING NEGATIVE POINTS, GIVE SPECIFIC EXAMPLES AND TELL THE EMPLOYEE EXACTLY WHAT COULD HAVE BEEN DONE INSTEAD. AS MUCH AS POSSIBLE, TELL THE EMPLOYEE WHAT BEHAVIOR IS REQUIRED TO RECEIVE HIGH RATINGS. BE ENCOURAGING AND POSITIVE.

JOB STEPS

1. COLLECT ALL MATERIALS

2. CHOOSE A QUIET, PRIVATE ROOM IN WHICH TO WORK. TAKE ALONG ANY ATTENDANCE RECORDS OR FILES ON THE EMPLOYEE.

3. ON THE RATING FORM, MARK BEHAVIOR RATINGS MOST CHARACTERISTIC OF THIS EMPLOYEE.

4. COMMENT ON THE MOST IMPORTANT POSITIVE AND NEGATIVE AREAS. LIST PARTICULAR BEHAVIOR EXAMPLES THAT CAUSED YOU TO GIVE THAT RATING.

5. ON NEGATIVE POINTS, WRITE DOWN WHAT SPECIFIC BEHAVIOR WOULD CHANGE RATING TO A POSITIVE ONE. MARK THOSE IN WHICH HE NEEDS TO IMPROVE:

   ABILITY TO LEARN

JOB STEPS

5. ACCEPTANCE AND ADHERANCE TO COMPANY PLANS AND POLICY

ACCURACY

ATTENDANCE

CARE OF WORK, SPACE AND EQUIPMENT

COOPERATION WITH FELLOW WORKERS

COOPERATION WITH SUPERVISORS

DISPOSITION (ATTITUDE)

ENTHUSIASM FOR JOB

PUNCTUALITY (BEING AT WORK ON TIME)

QUALITY OF OUTPUT (HOW WELL WORK WAS PERFORMED)

QUANTITY OF OUTPUT (HOW MUCH WORK WAS PERFORMED)

RELIABILITY

SPEED

JOB STEPS

5. USE OF WORKING TIME

   OTHER CHARACTERISTICS MAY BE INCLUDED BUT THESE ARE GENERALLY FOUND ON RATING FORMS.

6. BE PREPARED TO CHANGE YOUR MIND WHEN YOU ARE IN EVALUATION SESSION WITH THE EMPLOYEE. THE EMPLOYEE MAY BE ABLE TO CONVINCE YOU THAT YOU INACCURATELY RATED HIM/HER IN SOME AREA.

7. SHOW THE COMPLETED EVALUATION TO YOUR SUPERVISOR (INSTRUCTOR).

dietetic assistant

unit: SUPERVISING TOOLS AND TECHNIQUES

capital area career center

module: 4501 06 007 7 date: 7/77 level: III

skill title: TRAINING EMPLOYEES

developed & written by: MARY JANE HELDER

visuals by:

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO TRAIN EMPLOYEES.

AND IN ORDER TO DO THIS YOU WILL NEED:

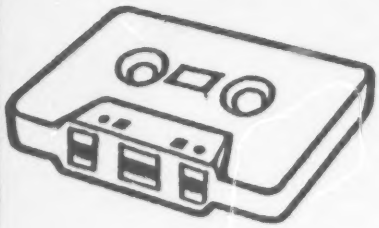
CLASSMATE IN NEED OF TRAINING

INFORMATION TO GIVE WITH IMPORTANT STEPS LISTED AND KEY POINTS NOTED

EQUIPMENT, MATERIALS, AND SUPPLIES TO USE FOR INSTRUCTION

WE WILL KNOW YOU CAN DO THIS WHEN:

1. YOU TRAIN THE EMPLOYEES SO THEY ARE ABLE TO DO THE JOB WELL.
2. YOU USE A TEACHING METHOD WHICH IS NOT BORING OR FRUSTRATING TO THE EMPLOYEE.



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INFORMATION

BE SURE YOU KNOW THE INFORMATION OR JOB TASKS YOU ARE TO TEACH. IF YOU DO NOT KNOW IT WELL, YOU WILL FIND IT HARD TO ORGANIZE YOUR TEACHING AND THE EMPLOYEE WILL BECOME CONFUSED. THE EMPLOYEE COULD LOSE RESPECT FOR YOU AS A SUPERVISOR.

YOU MUST LEARN TO RECOGNIZE WHEN THE LEARNER IS CATCHING ON, BORED, OR FRUSTRATED. DON'T GO TOO FAST, OR TOO SLOW. TRY TO SUIT THE TRAINING TO THE LEARNER'S EMOTIONAL AND INTELLECTUAL NEEDS.

READ THE FOLLOWING INFORMATION:

DYNAMIC SUPERVISION, "THE SUPERVISOR AS A TEACHER", PAGE 108.

JOB STEPS

1. COLLECT ALL MATERIALS.

2. PUT THE LEARNER AT EASE. SMILE AND RELAX.

3. EXPLAIN THE JOB AND ATTEMPT TO FIND OUT HOW MUCH THE LEARNER ALREADY KNOWS ABOUT IT.

4. TRY TO INTEREST THE LEARNER IN THE JOB BY HELPING HIM/HER TO SEE THE CHALLENGE AND IMPORTANCE OF THE JOB.

5. PUT THE EMPLOYEE IN A POSITION TO OBSERVE, AS SOMEONE ELSE OR YOURSELF DOES THE JOB.

6. AS THE LEARNER WATCHES, THE JOB SHOULD BE DONE AS SLOWLY AS NECESSARY TO BE CLEAR. THE DEMONSTRATION SHOULD EXPLAIN EACH STEP IN THE JOB.

JOB STEPS

7. STRESS KEY POINTS, ESPECIALLY SAFETY.

8. WHEN THE LEARNER SEEMS READY, HAVE HIM/HER DO THE JOB. CORRECT THE LEARNER QUICKLY, IF SOMETHING IS DONE INCORRECTLY. DON'T EXPECT PERFECTION THE FIRST TIME. EMPHASIZE THE IMPORTANT THINGS.

9. NOW, HAVE THE LEARNER DO THE JOB. CORRECTLY EXPLAIN EACH STEP UNTIL IT'S DONE.

10. WHEN THE LEARNER HAS CORRECTLY COMPLETED THE JOB THREE OR FOUR TIMES IN A ROW, EXPLAIN WHOM HE/SHE CAN SEE FOR ASSISTANCE.

11. CHECK FREQUENTLY, ANSWERING ANY QUESTIONS OR RETRAINING WHERE NECESSARY. BE SURE LEARNER IS AWARE YOU WANT TO HELP AND YOU AREN'T WAITING FOR HIM/HER TO "MESS UP".

TURN PAGE → 277

dietetic assistant

unit: SUPERVISING TOOLS AND TECHNIQUES

capital area career center

module: 4501 06 009 7 date: 8/77 level: IV

skill title: WRITING PROCEDURES

developed & written by: SHARON ALBERT

visuals by:

WORD GUIDE

IMPLEMENT - PUT INTO EFFECT.

PROCEDURE - A PARTICULAR WAY OF DOING SOMETHING.

SANATARY - FREE FROM GERMS.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO WRITE A DETAILED PROCEDURE TO IMPLEMENT A POLICY.

IN ORDER TO DO THIS YOU WILL NEED:

POLICY: "KEEP ALL EQUIPMENT CLEAN AND SANITARY".

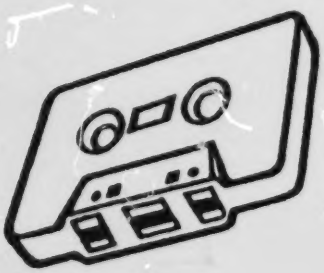
PAPER

PENCIL

WE WILL KNOW YOU CAN DO IT WHEN:

1. YOU WRITE A CLEAR, DETAILED PROCEDURE WELL ENOUGH SO THAT EMPLOYEES CAN PERFORM THE TASK USING THE PROCEDURE.

2. YOU BREAK DOWN THE TASK INTO KEY POINTS, AND KEYS POINTS INTO STEPS.



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INFORMATION

IT IS IMPORTANT TO WRITE DETAILED, CLEAR, PROCEDURES. ANY EMPLOYEE SHOULD HAVE ENOUGH INFORMATION TO EFFECTIVELY FOLLOW THE WRITTEN PROCEDURE WITHOUT FURTHER DIRECTION FROM HER/ HIS SUPERVISOR. EVEN IF EMPLOYEES UNDERSTAND ORAL EXPLANATION, THEY CAN LATER FORGET SOME KEY POINT. THE "CHECK LIST" SHOULD BE AVAILABLE.

JOB STEPS

1. DO YOUR READING (THE WRITTEN POLICY) AND MAKE CERTAIN YOU HAVE ALL MATERIALS.

2. PICK ONE PIECE OF EQUIPMENT THAT MUST BE KEPT CLEAN AND SANITARY.

   NOTE: THIS PIECE OF EQUIPMENT SHOULD BE ONE THAT WOULD PROBABLY BE PRESENT WHERE A HEALTH DIETETIC TECHNICIAN WORKS.

3. WRITE THE TITLE OF PROCEDURE, SPECIFICALLY LISTING OR BRIEFLY DESCRIBING THE PIECE OF EQUIPMENT YOU SELECTED.

4. INDICATE WHERE THE PIECE OF EQUIPMENT IS STORED.

JOB STEPS

5. LIST ALL EQUIPMENT AND SUPPLIES NEEDED TO ACCOMPLISH THE PROCEDURE.

6. LIST WHERE THE ABOVE EQUIPMENT AND SUPPLIES ARE STORED.

7. INCLUDE ANY SAFETY WARNINGS FOR POISONOUS CLEANING SUPPLIES OR DANGEROUS EQUIPMENT.

8. WRITE DOWN THE KEY POINTS OF THE PROCEDURE IN THE ORDER TO BE PERFORMED (LEAVE SPACES FOR THE STEPS OF THE PROCEDURE).

9. WRITE THE STEPS UNDER EACH KEY POINT.

JOB STEPS

10. REVIEW YOUR WRITTEN PROCEDURE TO MAKE SURE IT IS COMPLETE, ACCURATE, AND EASY TO FOLLOW.

11. TRY OUT THE PROCEDURE, KEEPING TRACK OF THE TOTAL TIME THE PROCEDURE TAKES TO COMPLETE.

12. CHECK TO SEE IF YOU INCLUDED ALL THE NECESSARY STEPS, IF EACH STEP CAN BE EASILY FOLLOWED AND IF THE STEPS ARE IN CORRECT ORDER.

13. IF NECESSARY, NEATLY REWRITE THE PROCEDURE.

14. INCLUDE THE APPROXIMATE TIME IT TAKES TO COMPLETE THE PROCEDURE.

15. INDICATE WHERE THE PROCEDURE SHOULD BE POSTED.

dietetic assistant

unit: SUPERVISING TOOLS AND TECHNIQUES

capital area career center

module: 4501 06 010 7 date: 8/77 level:

skill title: SOLVING PROBLEMS

developed & written by: SHARON ALBERT

visuals by:

WORD GUIDE

PROBLEM - A QUESTION PROPOSED FOR SOLUTION.

HYPOTHETICAL - BASED ON SOMETHING ASSUMED (NOT REAL OR PROVEN) IN ORDER TO DRAW A CONCLUSION.

PERFORMANCE OBJECTIVE

YOU ARE GOING TO LEARN:

HOW TO SOLVE PROBLEMS.

IN ORDER TO DO THIS YOU WILL NEED:

HYPOTHETICAL PROBLEM: MANY PATIENTS ARE COMPLAINING THAT THEY HAVE COLD FOOD.

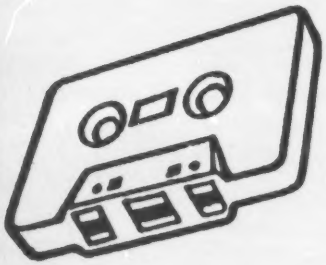
PAPER

PENCIL

WE WILL KNOW YOU CAN DO IT WHEN:

YOU CORRECTLY WORK THROUGH A PROBLEM USING THE FIVE STEPS TO PROBLEM SOLVING.

1. IDENTIFY THE PROBLEM
2. CONSIDER POSSIBLE SOLUTIONS
3. DECIDE ON A SOLUTION
4. TEST THE SOLUTION
5. EVALUATE THE SOLUTION



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INFORMATION

MANY PATIENTS ARE COMPLAINING THAT THEY HAVE COLD FOOD. THERE ARE SIX FLOORS IN THE HOSPITAL. THE FOOD FOR THE ENTIRE HOSPITAL IS PREPARED AT THE SAME TIME. ALL OF THE FOOD IS THEN PUT ON TRAYS AND CARTS. ALL OF THE FOOD FOR FLOOR ONE IS TAKEN UP FIRST. THE EMPLOYEES THEN COME DOWN AND TAKE UP THE FOOD FOR FLOOR TWO AND SO ON. FINALLY, THE FOOD IS TAKEN UP TO FLOOR SIX. USUALLY, PATIENTS ON ALL FLOORS COMPLAIN, BUT THERE ARE ALWAYS MORE COMPLAINTS FROM PATIENTS ON FLOORS FOUR THROUGH SIX.

YOUR PROBLEM TO SOLVE IS WHETHER:

A. THE PATIENTS ARE CRANKY
OR, B. THE FOOD IS COLD.

THIS IS STEP 1, IDENTIFYING THE PROBLEM.

JOB STEPS

1. DO YOUR READING (THE HYPOTHETICAL PROBLEM) AND COLLECT YOUR MATERIALS.

2. IDENTIFY THE PROBLEM: CRANKY PATIENTS OR COLD FOOD. INTERVIEW THE PATIENTS AND EXAMINE THE FOOD.

3. WRITE DOWN THE PROBLEM AS IN STEP ONE IN PROBLEM SOLVING.

4. CONSIDER ALL THE POSSIBLE SOLUTIONS. BE SURE TO INCLUDE VERY SIMPLE AND EXTREME SOLUTIONS.

5. LIST THE SOLUTIONS AS STEP TWO IN PROBLEM SOLVING.

6. REVIEW ALL OF YOUR SOLUTIONS AND DECIDE ON THE BEST ONE.

JOB STEPS

7. LIST THE SOLUTION AS STEP THREE IN PROBLEM SOLVING.

8. HAVE YOUR DIETARY DEPARTMENT TEST YOUR SOLUTION FROM JOB STEP SIX.

9. LIST THE EXACT STEPS THE DEPARTMENT USED TO TRY OUT YOUR SOLUTION.

10. HAVE THE DEPARTMENT DESCRIBE THE RESULT.

11. LIST THE TESTING AS STEP FOUR IN PROBLEM SOLVING.

JOB STEPS

12. STUDY THE TESTING IN STEP FOUR AND STATE WHETHER THE SOLUTION WORKED COMPLETELY, PARTLY, OR HARDLY AT ALL.

13. IF THE SOLUTION WORKED, LIST THE SUCCESS AS STEP FIVE IN PROBLEM SOLVING.

14. IF THE SOLUTIONS WERE NOT SUCCESSFUL OR ONLY PARTLY SUCCESSFUL, TRY OTHER SOLUTIONS.

15. WHEN YOU FIND A SUCCESSFUL SOLUTION, DO OVER JOB STEPS 8-13.